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ABSTRACT

The second of two volumes on research undertaken to enhance the ability of superintendents in public school districts without vocational directors to administer vocational programs effectively, this document is an indepth look at the study, which is overviewed in volume I. The beginning chapters present background material on the purpose and need for the research: (1) To determine the tasks which must be performed and the administrative functions employed for their accomplishment, and (2) to present alternative model modules for use in preservice and inservice training of superintendents to accomplish those tasks. Methods and procedures, which included interviews with superintendents, principals, and vocational teachers and counselors to identify the tasks and methods of accomplishing them, are then dealt with in detail. These are followed by an extensive presentation of the findings and conclusions with supporting tables and figures given in the body of the document as well as in the appendix. In addition, 24 module models are shown, one for each of the 24 tasks previously identified as being important to public school superintendents who are also administering vocational programs. Each includes rationale, goals, objectives, and pre-assessment and post-assessment design guide. (BL)

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ED142836

Final Report

Project No. 498AH50136
Grant No. G007500440

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IDENTIFICATION OF COMPETENCIES NEEDED BY SCHOOL SUPERINTENDENTS SERVING AS VOCATIONAL DIRECTORS

May, 1977

U. S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE

Office of Education

Bureau of Occupational and Adult Education

Volume II of Two Volumes

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The final report has been prepared in two volumes. Volume I is a project overview to be disseminated to participating superintendents and other interested individuals. Volume II is the complete final report including all statistical tabulations, tables and research instruments.

PROJECT ABSTRACT

PROJECT TITLE: Identification of Competencies Needed by School Superintendents Serving as Vocational Directors

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Purpose

The research reported here was undertaken in order to enhance the ability of superintendents in public school districts without vocational directors to administer vocational programs effectively at the local level. Two objectives were identified: first, to determine the tasks which must be performed and the administrative function employed in order to accomplish these tasks; and second, to present alternative module models for use in pre-service and in-service training for superintendents to administer vocational education programs.

Procedures

An interview schedule was developed and interviews were conducted with an independent sample of superintendents in order to identify the important administrative tasks and functions of vocational education. The next phase of the project was designed to determine whether the tasks considered most important by the superintendents in the initial interviews were in fact the tasks most frequently performed by them and to determine the role of the superintendents in their performance. To investigate this phase another independent sample of superintendents was drawn from the same population

and interviewed. During this phase, three other referent groups were also interviewed: high school principals, vocational teachers, and the persons responsible for vocational counseling.

Results

Twenty-four tasks were identified in phase one interviews as being important in administering vocational education. The superintendents generally agreed upon the methods by which they attempt to accomplish these tasks. The respondents in the second phase of interviews generally agreed that the tasks were in fact performed in their districts. However, considerable disagreement emerged about the methods through which the superintendents accomplished the tasks. Based on findings, model modules are included in the report to assist in the development of pre-service and in-service programs for superintendents.

Final Report

Project No. 498AH50136
Grant No. G007500440

Identification of Competencies Needed by School Superintendents Serving as Vocational Directors

John R. Hoyle, Project Director

Texas A&M University

College Station, Texas

May, 1977

The research reported herein was performed pursuant to a grant with the U. S. Office of Education, Department of Health, Education, and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy.

U. S. DEPARTMENT OF
HEALTH, EDUCATION, AND WELFARE

Office of Education
Bureau of Occupational and Adult Education

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The Advisory Committee and the Consultant Committee to the project were so intimately involved with its development at every step that it seems almost presumptuous to thank them. We are very deeply indebted to them for their input. The strengths of the project are largely attributable to their willingness to devote time and hard work to it; its weaknesses are ours alone.

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TABLE OF CONTENTS

	Page
Acknowledgements	i
List of Tables	ix
List of Figures	xi
Chapter I - Introduction	1
Background	1
Purpose and Need for the Study	2
Procedure	3
Chapter II - Review of Literature	6
The Superintendent	6
The Vocational Education Administrator	9
The Superintendent as Vocational Education Administrator	12
Chapter III - Method and Procedure	16
The Interview Schedule - Construction and Validity - Phase II	16
Phase III Interviews - Instrument Changes	25
Reliability of the Instrument	26
Importance Scale Reliability	26
Accomplishment Scale Reliability	26
Interview Procedures - Phase II	29
Interview Procedures - Phase III	31
Data Analysis	35
Population	35
Sample for Phase II	36
Sample for Phase III	37
Procedures for Competency Model Development	38
Chapter IV - Findings and Conclusions	41
The School Districts and the Superintendents	41
The Important Tasks	43
Task Accomplishment	47
Superintendent and District Variables	64
Summary of Results	86
Important Tasks	86
Task Accomplishment	86
Task Performance	86
Method of Accomplishment	88
District Variables and Tasks	88
In-Service Survey Questions	89
Conclusions	90
Bibliography	93
Appendix Table of Contents	97
Appendix List of Tables	98
Appendix List of Figures	100

LIST OF TABLES

Table		Page
3-1	Reliability Coefficients for the Importance Scale of the Instrument	27
3-2	Reliability Coefficients for the Accomplishments Scale of the Instrument	28
4-1	Phase II Rank of Tasks by Percentage of Superintendents Who Score Tasks Critical or Very Important (For 57 Superintendents)	44
4-2	Phase II Frequency Distribution of the Number of Tasks Ranked Critical or Very Important	45
4-3	Phase II "Critical" Tasks by Category of Questionnaire	48
4-4	Phase II Summary of Analysis of Variance Results for Tasks--Perceived Importance by Phase II Superintendents	49
4-5	Phase III Frequency Distribution of "Yes" Responses for Important Tasks	51
4-6	Phase III Frequency Distribution of "Yes" Responses for Important Tasks by Referent Groups	52
4-7	Phase III Frequency Distribution of "Yes" Responses for All Tasks	53
4-8	Phase II Tasks With Percentage of Perform and Perform/ Coordinate for 57 Superintendents	55
4-9	Phase II Rank of Tasks by Percentage of 57 Superintendents Who Either Perform or Coordinate Tasks	56
4-10	Phase II Frequency Distributions: Superintendents Who Perform or Coordinate Tasks: Important Tasks	57
4-11	Phase II Rank of Tasks by Percentage of Superintendents Who Perform Tasks (For 57 Superintendents)	58
4-12	Phase II Frequency Distribution: Superintendents' Involvement in Accomplishment of Tasks	59
4-13	Summary of Analysis of Variance Results for 48 Tasks-- Perceived Performance by Phase II Superintendents	60
4-14	Phase II--Summary of Chi-Square Test: Importance of Tasks Vs. Accomplishment of Task	62

LIST OF TABLES (CONT.)

Table		Page
4-15	Means of Superintendent and Referent Group Responses: Accomplishments	65
4-16	Summary of Analysis of Variance for Phase II Superintendents and Phase III Referent Groups: Task Accomplishment	67
4-17	Phase II - Superintendent's Task Accomplishment as Perceived by Superintendents	68
4-18	Phase III--Superintendent's Task Accomplishment as Perceived by Superintendents, High School Principals, Counselors, Vocational Teachers	72
4-19	A Comparison of Perform and Coordinate Percentage Between 57 Superintendents of Phase II and 105 Respondents of Phase III	74
4-20	Intercorrelation of Superintendents' Variables With Each Category Subscore and Total Score of the Questionnaire	84
4-21	Intercorrelation of Superintendents' Variables With Each Category Subscore and Total Score of the Questionnaire	85
4-22	Multiple Correlation Summary of the School Districts' and Superintendents' Variables With the Total Scores of the Tasks of Each of the Seven Categories and the Total Score of the Questionnaire	87

LIST OF FIGURES

Figure		Page
3-1	Administration of Vocational Education Project: Procedural Overview of Project	17
3-2	Activity Chart	20
3-3	AVE Project Interview Sites	34
4-1	I - Goals and Objectives - Phase II	69
4-2	II - Programs	69
4-3	III - Personnel - Phase II	70
4-4	IV - Finance - Phase II	70
4-5	V - Facilities and Equipment - Phase II	71
4-6	VI - Communications and Community Relations - Phase II	71
4-7	VII - Evaluation - Phase II	72
4-8	I - Goals and Objectives - Phase III	75
4-9	II - Programs - Phase III	75
4-10	III - Personnel - Phase III	76
4-11	IV - Finance - Phase III	76
4-12	V - Facilities and Equipment - Phase III	77
4-13	VI - Communications and Community Relations - Phase III	77
4-14	VII - Evaluation - Phase III	78
4-15	A Comparison of Phase II and Phase III Responses: Percent of Those Who Say Superintendent Performs the Task	79
4-16	A Comparison of Phase II and Phase III Responses: Percent of Those Who Say Superintendent Coordinates the Task	80
4-17	A Comparison of Phase II and Phase III Responses: Percent of Those Who Say Superintendent Directs the Task	81
4-18	A Comparison of Phase II and Phase III Responses: Percent of Those Who Say Superintendent Delegates the Task	82

LIST OF FIGURES (CONT.)

Figure		Page
4-19	A Comparison of Phase II and Phase III Responses Showing the Perform and Coordinate Responses Combined	83

CHAPTER I

INTRODUCTION

Background

The Vocational Education Act of 1963, amended in 1968, authorized Federal grants to the states, to help ". . . maintain, extend and improve existing programs, to develop new programs, and to provide part-time employment to young people who could not afford to continue in Vocational Education without some supplementary income" (Project Baseline, 1975). Since the passage of the Act, enrollment in secondary school Vocational education programs has grown steadily, from 6,487,446 in 1971 to 8,387,026 in 1974 (Project Baseline, 1975). In Texas, similar growth has taken place: from 239,024 in 1967-68 to 411,529 in 1973-74, according to the Advisory Council for Technical-Vocational Education in Texas (1974). The same report projects an enrollment of 589,000 by 1978-79.

The task of the administrator of vocational programs is made more complex, not only by increased size, but also by recent changes in the role and scope of vocational education. Increased attempts are being made to serve the special needs of women, adults, ethnic and racial minority groups, the educationally disadvantaged, and the handicapped. At the same time, the job market for unskilled workers is shrinking rapidly; an increasingly technological society requires a more highly trained work force. No longer the special preserve of terminal students, secondary vocational education programs are now serving students who plan to continue their formal education in post-secondary or college programs. Cooperative vocational programs attempt to help students become more job-ready by placing them in on-the-job training stations while they are still in school.

Pre-service and in-service programs are helping train vocational directors to cope with the administrative tasks involved in the growth of vocational education. Yet most vocational programs do not have vocational directors. In Texas, in the 1974-75 school year there were

942 public schools offering vocational programs; only 199 of these had vocational directors. In the remaining 743, the superintendent had direct responsibility for vocational education (Texas Education Agency, 1974). It is to the needs of these superintendents that this study is addressed.

Purpose and Need for the Study

The research reported here was undertaken in order to enhance the ability of superintendents in districts without vocational directors to administer vocational programs effectively at the local level. Two objectives were identified: first, to determine the tasks which must be performed and the administrative function employed in order to accomplish the tasks; and second, to present alternative module models for pre-service and in-service training which will be useful in developing curriculum for superintendents in obtaining competence in administering vocational education programs.

Most studies of vocational program administration are directed toward those who will hold full-time jobs in vocational education. But superintendents can spend only a fraction of their time on this program component. They must, because of the very nature of the position, be educational generalists.

Nevertheless, in small school districts they must often also assume specialized duties—in this case, those pertaining to vocational education. An assumption was made that superintendents themselves would have the professional commitment, the ability and the experience to select the tasks that were most essential and to see that those tasks were accomplished.

If a superintendent is aware of the critical tasks involved in the administration of vocational programs, decisions affecting vocational education will be made on a better philosophical and administrative base.

The position of superintendent is a vital one not only in the school community but also in the total community as well. Decisions made by the individual in that position can significantly affect the

lives of many people. The leadership generated from the position will most often provide the direction of the total program. It is essential that vocational education be a part of this direction if the schools are to remain dedicated to the responsibility of providing the best possible education for youth.

If this goal is to be achieved in any small measure, the role of the superintendent will continue to remain critical. Because of the various reasons cited above, this project chose to focus on this vital educational position. It is hoped that the end products of the project will produce information that will help superintendents to understand the problems of vocational education administration and how best to deal with such problems. The research design, therefore, was based on interviews with superintendents. The superintendents were randomly selected from a population which served in districts ranging from 56 average daily attendance to over 19,000 average daily attendance in size, and from 1/2 unit to 38 units of vocational education. As might be expected, however, most of the districts were small: 49.1% had less than 500 ADA, 40.8% had from 500-1,500 ADA, and 11.1% had more than 1,500 ADA.

There will probably be small districts in Texas for some time to come, even though the number of districts in the state is gradually decreasing. And a recent study by Horn (1972) indicates that 95% of Texas superintendents serve as superintendents at some time in their careers in small districts. The Texas State Plan for Vocational Education (1975) includes as one of its goals "to plan, develop and provide high quality occupational education which is readily accessible to all persons in all communities."

Procedure

The study was designed to be carried out in six phases:

1) Development of an interview schedule. The core of the schedule is a task inventory in the form of a diagnostic matrix.
2) Interviews with superintendents in a random sample of Texas districts where the superintendents also serves as the vocational director.

3) Interviews with superintendents and representatives of three referent groups (high school principals, vocational teachers and counselors) in selected school districts.

4) Analysis of all data in order to determine the tasks considered important, and the managerial functions employed in the accomplishment of these tasks.

5) An examination of possible alternatives as contained in reports, research and articles about competency-based pre-service and in-service training which might serve the needs of superintendents who also serve as vocational directors.

6) Design of model modules, including determination of instructional objectives, selection of evaluation criteria and data needs, organization and specification of instructional sequences, development of rationale for selection or creation of instructional materials and methods.

The initial step of the investigation included a review of the literature, informal interviews with selected practitioners in the field of vocational education (including superintendents, vocational directors, and counselors), and the construction of a preliminary draft of a task inventory. This preliminary task inventory was submitted to the Advisory and Consultant Committees for review, after which it was revised and pilot-tested. Further revisions were made as necessary after each round of pilot testing. This is explained further in Chapter III, Method and Procedure.

Superintendents in Texas school districts which have vocational programs but no vocational directors constituted the population for the study. At the time the study began, there were 743 such districts. However, 63 districts were eliminated because the superintendent had served less than a year as superintendent in the district and was therefore considered to be not yet thoroughly familiar with the program. A random sample of the remaining districts, stratified by ADA, was drawn from this population and the superintendents in these districts were the interview respondents.

The superintendents were asked to assess the importance of each task and to describe their administrative behavior in relation to each task, i.e., do they perform, coordinate, direct or delagate. They

were also asked for information concerning their professional backgrounds and their views on in-service training programs. Data from this phase of the study were analyzed and presented to the Advisory and Consultant Committees for their review.

The third phase of the project was designed to determine whether the tasks considered most important by respondents in Phase II were in fact the tasks most frequently performed, and to determine the role of the superintendent in their performance. Another independent sample of superintendents was drawn from the same population. The districts in which these superintendents served were selected to be representative of districts in the state with respect to geographic location, ethnic and economic distribution, size (as indicated by ADA), and number of vocational units offered. Once again, superintendents were interviewed. During this phase, however, three significant referent groups were also interviewed: high school principals, vocational teachers, and the persons responsible for vocational counseling. The objective of this part of the study was to examine more closely the administrative behavior of the superintendents in relation to the tasks considered most important in terms of the way in which the superintendent accomplished each important task.

When all of the data gathered during the interviews had been analyzed, the results were used to determine the content and form of pre-service and in-service programs for superintendents.

The methodology here summarized is discussed in detail in Chapter III.

CHAPTER II

REVIEW OF LITERATURE

"The superintendent has many functions, but all are focused on a single goal: to provide for the best possible education in his coummunity" (Educational Policies Commission, 1965, p. 3).

The best possible education includes many elements, depending on the needs and wants of the community. As this study dealt with one of those elements, that of vocational education, this review of the literature is intended to provide a framework for a consideration of the function of the superintendent with regard to that element. The review is divided into three sections: (1) the superintendent, (2) the vocational education administrator, and (3) the superintendent as vocational education administrator.

The Superintendent

The superintendency has existed in American school systems for less than 150 years. Knezevich (1975) and Griffiths (1966) in discussing the history of the position, both noted that schools were first under the authority of local governments. Later local committees or boards were appointed to manage school affairs. "The primitive school house and simple curriculum made management of the local community school fairly easy," said Knezevich (1975, p. 340).

By the middle of the nineteenth century, however, the growth of industry and the concomitant urbanization of America began to change the nature of the educational establishment, especially in the cities. "An executive system that worked well for schools in rural communities and small cities began to fall apart in the rapidly growing urban communities" (Knezevich, 1975, p. 340). The search for an alternative to administration by a committee or board led to the creation of the office of superintendent of schools. Between 1837 and 1850, superintendents were appointed in thirteen cities, and others soon followed. The early superintendent, according to Knezevich (1975, p. 343), "was

literally the superintendent of instruction and little else." Griffiths (1966) said: "Their major responsibility was for instruction and they saw themselves as scholars" (p. 16).

The size of cities and the complexity of educational systems continued to grow and by the beginning of the 20th century, superintendents found themselves taking on more and more the functions of managers, with heavy demands on their time and attention in such fields as business management, finance, and building. "Whereas the early superintendent held the self-image of the scholar, his twentieth century counterpart embraced the image of the businessman" (Griffiths, 1966, p. 17).

More recently, superintendents have been expected to assume another kind of function. The report of the American Association of School Administrators (AASA) (1971) lists new skills superintendents feel they need in order to be effective; the most-needed skill is human relations. In Texas, Horn (1972) found that human relations skills also ranked first.

Griffiths (1966, p. 68) said that describing the work of superintendents is a difficult task, because there are such great variations in the settings in which they work, and in the personalities and experiences of the superintendents themselves. Horn (1972, p. 3) said: "No list of the functions of school superintendents can be complete, nor are the duties of one school superintendent exactly like those of another."

Since the superintendents with whom this study was chiefly concerned were, for the most part, in small school districts, it might be helpful to know more about the effect of school district size on the functions of the superintendents. According to Knezevich (1975), "Although the superintendency is the same in principle in whatever size school district, the manner in which the superintendent executes his responsibilities in a large district is distinctly different from what happens in a small district" (p. 354). The superintendents in small districts were seen by Knezevich to perform a great variety of functions and to be in virtually day-to-day contact with all personnel.

Nationwide, according to the AASA (1971) study, superintendents of districts with an enrollment of less than 3,000 students constitute

about 79% of all superintendents. Superintendents of districts with enrollments of less than 300 students constitute 19.5% of the total. The editors of the study predicted that the very small schools would disappear by the end of the 1980's (p. 16). Yet in Texas in 1974-75, the proportion of small districts was still higher than the national proportion five years previously: almost 30% had enrollments of less than 300, about 87% had enrollments of less than 3,000.

While some authors have cited the desirability of creating larger school units, the Educational Policies Commission (1965, p. 18) stated that no specific district size is optimal nationwide. In Texas, at least, it seems reasonable to suppose that small districts will continue to exist in the foreseeable future, and that superintendents in these small districts will continue to perform a wide variety of administrative tasks.

A recent four-part study at Texas A&M University (Casburn, 1975; Lilley, 1975; McBride, 1976; Winkler, 1976) was concerned with the factors that influence the role perception of superintendents. Almost the only consistent factor was school district size. Casburn examined school districts with over 3,000 students; McBride those with 300-2,999 students; Lilley those with less than 300 students. All three used the Superintendent Behavior Questionnaire developed by Fast (1968). All examined the role of the superintendent as perceived by the superintendent and by the school board president. Winkler (1976) then synthesized all three studies to examine their similarities and differences. The Fast questionnaire examines role perception in nine areas: instructional leadership, curriculum, staff personnel administration, pupil personnel administration, financial administration, school plant and business management, public relations, administrative structure and organization, and general planning. Generally speaking, the superintendents in the smaller districts (0-3,000 ADA) perceive their role in the same way, and this role perception differs from that of the superintendets in the larger districts.

Fast (1968) himself found that there were differences in role perception that were associated with district size. Brickell (1973), using the same instrument, arrived as a similar conclusion.

The studies referred to deal with the functions of the superintendent

as a general administrator. The present study deals with one specialized function, the administration of vocational education. Van Miller (1963) said:

> At the level of operation, all of the many tasks for which superintendents are responsible can be (and frequently are) specialized into particular assignments. There is no standard pattern as to what specialties are retained or should be retained in the superintendent's assignment. This varies with the interest and ability of the respective superintendents, with the competence and interests of his contemporary staff, with the community demands upon the school. (p. 103)

The Vocational Education Administrator

The development of the superintendency has been described as beginning around the middle of the nineteenth century. The development of the vocational directorship is of even later origin. In fact, the history of vocational education as a part of public school education is fairly recent. As Barlow (1976) said: "The history of vocational education, at least during the first 100 years of our national history, existed separately from the history of education in general" (p. 21).

At a time somewhat later than that of the emergence of the superintendency, pressure for occupational training in the public schools of the nation first began to make itself felt. The need for an administrator of vocational programs could not arise until occupational training had taken its place as a factor in public education, had attained a level of some complexity and sophistication, and had begun to reach a relatively large client group. These conditions have only been met within the twentieth century.

Barlow (1976) has chronicled the development of vocational education, dividing it into four periods: the Awakening, 1776-1826; the Period of Independent Action, 1826-1876; the Emergence of the Age of Vocational Education, 1876-1926; and the Coming of Age, 1926-1976.

According to Barlow, vocational education as we know it today had its beginning during the 19th century as a reaction to the needs of the industrial revolution in America, but did not begin to come of age until the passage of the Smith-Hughes Act of 1917. That Act, in itself, was the culmination of a long series of events in vocational

education. Tool instruction at Massachusetts Institute of Technology, which began in 1877, the manual training movement and the trade school movement all had their place in that series. So did the formation of the land grant colleges in 1862, and the additional federal aid later given to those colleges to improve and extend instruction in agriculture and home economics. Groups such as the National Society for Promotion of Industrial Education were formed to promote vocational education at the federal level.

These forces and others resulted in the passage of the Smith-Hughes Act, which was basically a plan of cooperation between the federal government and the states for training vocational education teachers in agriculture, home economics and trades and industries and for paying their salaries. It was this landmark legislation that made possible the kinds of vocational programs we have in public schools today. It also set a general pattern for cooperation between federal government and the states in support of vocational education. Other pieces of legislation between 1917 and 1963 gradually increased the scope of vocational education by adding new occupational areas, according to Ellis (1975, p. 2). Enrollment in vocational education increased steadily during this period.

By 1963, changes in socio-economic conditions in the United States created a need for a different kind of legislation. According to Ellis (1975), the Vocational Education Act of 1963 made possible programs that would have greater scope and flexibility, and would, in addition, serve the needs of a greater variety of persons. It also provided for the establishment of an Ad Hoc Advisory Council on Vocational Education. It was this group that first recommended support for professional preparation for administrators of vocational education. The Council anticipated that "demands for increased staffing would be created by the growing importance of occupational preparation" (Ellis, 1975, p. 13).

As early as 1942, the need for excellence in the administration of vocational programs was seen by educational leaders. Barlow (1976) quoted Weaver, of the New York State Education Department, as saying in 1942: "No school can rise above the level of ability and professional outlook of the teaching staff and the type of leadership

provided by the principal, supervisor, or director" (p. 66).

The report of the Ad Hoc Advisory Council resulted in the Vocational Education Amendments of 1968. Of great importance to vocational education in many ways, the Amendments also, for the first time, addressed the problem of leadership development in vocational education and in doing so, increased interest in the problem of the administration of vocational education at the local level (Barlow, p. 85).

According to Vocational and Technical Education: Annual Report for Fiscal Year 1968, the Vocational Education act also contained provision for the support of research in vocational education; the Vocational Education Amendments of 1968 made possible research into the administration of vocational education. One result has been a series of research studies concerning the tasks and functions of the vocational director. That these studies are indeed the result of the Acts is strongly suggested by Wenrich (1970). He noted that the 1962 edition of the Review of Educational Research, devoted to vocational, technical, and practical arts education, reported only two studies dealing with administration; the 1970 edition reported more than 40 studies.

Identification of specific tasks and competencies of vocational directors has been the subject of several research reports. Briggs (1971) made one such report on a study done in Oklahoma. Baltimore (1972) and Sundstrom (1972) made others in Oregon. Loudermilk (1973) compared the perceptions of the role of vocational directors as seen by vocational directors and high school principals and found substantial agreement concerning the tasks to be performed.

A series of studies in Illinois resulted in two competency-based training programs. Anderson and Ramp (1972) identified 158 competencies needed by vocational administrators. Respondents were asked to categorize these according to three criteria: (1) competencies gained through course work versus those gained through on-the-job training only; (2) competencies gained through traditional academic approach versus those gained through a practical approach; and (3) competencies that could be learned before commencing work versus those that are learned after commencing work. Ramp and Parker (1974) further examined

these competencies and organized them into seven general performance areas, including program planning and implementation, staff recruitment, personnel development and management, program operation, program management, management of physical facilities, and public relations. Two programs of training have since been implemented based on their findings. One is at Southern Illinois University (Ramp and Parker, 1974), the other at Illinois State University (Edwards, 1974). Both make use not only of the identified competencies, but also of the identified learning modes in their design for instruction. There is considerable agreement among all the studies cited as to the tasks performed by vocational directors. The duties of a vocational director in the State of Texas, as described in an appendix to the Texas State Plan (1974, pp. 482-483) include many of the same tasks.

A search of the literature has revealed no study that deals with the specific tasks performed by a general administrator who must also perform at least some of the functions of a vocational director.

The Superintendent as Vocational Education Administrator

The literature of vocational education leadership offers some insights into general administrative characteristics and functions. A study conducted at Pennsylvania State University (Kaufman, Schaefer, Lewis, Stevens and House, 1967) found that "the best programs in occupational training and education were in those school systems where the administrative staffs were rated highest in their education, training and experience in sound principles of vocational education" (pp. 4-10). Vocational programs were found to be weakest in the school systems where administrators had only academic training.

Ellis (1975, p. 3) stated that since 1917, vocational education has had to operate in an educational system that is academic in orientation; high school has not been considered terminal, and teachers, counselors and parents have urged students to take college-preparatory courses in high school and to go to college. The result has been an overproduction of "professionals for a labor market in which paraprofessional and technical skills were in greater demand." The Vocational Education Act of 1963 and the Amendments of 1968 came in

part as a response to this demand. One result has been in the expansion of vocational education. Miller (1972, p. 12) said: "The shadows of the future are discernible, and the expanding role of vocational education as an integral part of the total mix in education is predictable." That this expansion is in fact occurring is at least suggested by the increase in enrollments since the 1968 amendments became effective. In Texas, according to Lee (1975, p. 46), enrollments in secondary school vocational education programs increased 25% between 1971 and 1974; nationwide the increase was 29%. The percentages are slightly higher for total vocational enrollments.

As the program expands, the need for clearer understanding of its objectives by general administrators has been cited by several authors. Wenrich and Wenrich (1974) pointed out that the school superintendent needs to be familiar with vocational education in order to advise the school board on matters of policy. Swanson (1971, p. 151) stated that vocational education has a number of unique features different from those of academic education. These features may make it important for the superintendent and the school board to know and understand details which may not be important to the academic program.

Superintendents, however, do not necessarily have the training which will equip them to know and understand these details. A study by Law (1966) showed that many administrative positions were involved in the administration of vocational education and that many administrative duties were carried out by individuals who had no previous experience in vocational education. Further, he found that educators preparing for general administrative positions had little opportunity to obtain professional instruction concerning vocational education.

Kaufman, Schaefer, Lewis, Stevens and House (1967, pp. 6-10) stated: "Administrators and supervisors of education are trained academically, on the whole, by academically prepared people .... Rarely does their preparation include anything that would make them professionally knowledgeable in the area of occupational training."

Krepel (1967) studied Nebraska school administrators with regard to vocational education. He investigated three areas: (1) their perception of their role in regard to vocational education; (2) their attitudes toward vocational education; and (3) their level of cognition

regarding factual aspects of vocational education. In the first of these investigative areas, he was able to draw no strong conclusions concerning leadership perceptions. However, he did find that attitudes toward vocational education tend to be lower than toward academic education. He also found that knowledge concerning vocational education did not tend to be high, and that administrators of the smallest school systems achieved the lowest scores.

Krepel's study was designed principally to provide information to the Department of Education. And at The University of Nebraska, where training materials were then being developed for school administrators, Sybouts (1968) stated that these materials were developed as part of a project to focus "on the problem of preparing school administrators to exert more effective leadership roles with regard to the conceptualization, analysis, organization, and administration of programs of vocational and technical education in public schools" (p. 115).

Sybouts' study and the simulation materials he produced were one step in the direction of training superintendents specifically in the realm of vocational education. They were designed, however, chiefly as a method for changing attitudes toward vocational education. Miller (1972) said:

> In reality, little is known about the training needs of leadership personnel in vocational education. It is possible to list activities under broad categories, such as: administration, coordination, supervision, financing, planning, budgeting, writing reports and proposals, public relations, setting priorities, ad infinitum. While it is necessary that planners of leadership programs be aware of categorical lists, more detailed knowledge about specific application within these roles is necessary. (p. 10)

The authors cited in the previous section were engaged in the process of attempting to meet the need for this specific knowledge with respect to vocational education directors.

For the general administrator, Pope (1974) conducted a study of competencies of all administrators which are needed by vocational administrators. He surveyed superintendents, instructional officers, secondary principals, vocational directors, post-secondary deans of vocational-technical education, and education service center personnel, asking them to respond to 228 competency items. Ninety items were

found to be common to all areas of administration. An examination of the rank ordering of these items by superintendents and vocational directors showed wide disparities between the perceptions of the two groups.

Training in the area of vocational education administration has been principally directed toward the needs of those who will serve as vocational directors. While some superintendents have availed themselves of such training, most, apparently, have not. Nonetheless, superintendents have, as has been previously stated, considerable responsibilities toward vocational education. The Texas State Plan for Vocational Education (1974), like most state plans, requires that school districts develop plans for vocational education, and that one person be designated as responsible for its implementation. Where there is no vocational director, the school superintendent has this responsibility. Ramp and Parker (1974) stated this responsibility as part of the rationale for the training program they developed at Southern Illinois University. The program itself however, thus far has prepared students for positions in vocational education.

Miller (1972) said that "at this point in time, the training of educational administrators [in vocational education] is still primarily an apprenticeship in folklore" (p. 15). He further stated that there is a need to distinguish the executive, administrative and managerial functions as well as the specific tasks to be accomplished; and finally, he recommended that instructional activities should be competency-based (p. 28).

Farquhar and Martin (1972) said that practicing school administrators could provide substantial help to universities in the development of instructional materials and field experiences. The present study was designed as an attempt to use the help of the practicing administrator in determining the preparation needs of superintendents as vocational education administrators, and so to begin to provide information which will bring administrator training in this field out of the realms of folklore, and to offer to those who plan educational programs some field-based data on the competencies needed by superintendents who direct vocational education programs.

CHAPTER III

METHOD AND PROCEDURE

The research reported here was undertaken in order to enhance the ability of superintendents in districts without a vocational director to administer vocational programs effectively at the local level. There were two basic objectives of the study. The first was to determine the tasks which must be performed and the administrative function employed in order to accomplish the task; the second, to present model modules for the development of pre-service and in-service education based upon the identified competencies.

In order to accomplish these two major objectives, a complete project activity procedural overview and an activity chart were developed. The time line of activities and procedures were vital in the overall planning, organization and completion of the project (Figs. 3-1 and 3-2, pp. 17 to 20).

As outlined in the procedural overview, an interview schedule was developed. The schedule was used to interview superintendents in a random sample of Texas school districts which met specified criteria. It was later used, with minor revisions, to interview superintendents and referent groups in a second sample of school districts.

The Interview Schedule - Construction and Validity - Phase II

The interview schedule consisted of three sections: a task function inventory, background information concerning the superintendents and the districts, and a group of open-ended questions. The core of the interview was, of course, the task-function inventory.

The schedule was constructed in four steps: (1) a search of the literature; (2) interviews with vocational practitioners in the field; (3) submission to a jury of experts; and (4) pilot testing.

The project team first reviewed recent research in the administration of vocational education, giving attention both to the role of the administrator and the tasks performed by vocational directors.

ADMINISTRATION OF VOCATIONAL EDUCATION PROJECT

FIGURE 3-1. PROCEDURAL OVERVIEW OF PROJECT

Objectives	Procedures	Product	Completion Date
1. To develop a task-competency inventory for the administration of vocational education at the local level	1.1 Interviews with selected practitioners	First draft of task inventory	August 1, 1975
	1.2 Meet with Advisory Committee		September 5, 1975
	1.3 Interview-training by Dr. R. Fellenz, Associate Professor of Adult Education	Researchers trained in interview techniques and procedures	September 12, 1975
	1.4 Pilot Test Task Inventory	Task inventory completed, ready for interviews	September 19, 1975
	1.5 Study of published materials, unpublished research, etc.		September 30, 1975
2. To identify critical tasks as perceived by superintendents and administrative competencies needed to perform these tasks.	2.1 Personal structured interviews with a random sample of school superintendents		December 15, 1975
	2.2 Analysis of collected data, using task-behavior matrix	Statistical data concerning tasks and competencies	January 15, 1976
	2.3 Evaluation of findings by Advisory Committee		January 20, 1976

FIGURE 3-1. OVERVIEW OF PROJECT (cont.)

Objectives	Procedures	Product	Completion Date
3. To interview referent groups: high school principals, vocational teachers, counselors, and superintendents, in order to validate data gathered in Phase II	3.1 Interviews in twenty-four selected school districts with superintendent, high school principal, counselor, and two vocational teachers	Validated inventory of critical tasks and competencies needed for their performance	May 15, 1976
	3.2 Correlation and analysis of data	Solid research foundation on which to build training models	June 1, 1976
	3.3 Data issued to committee and consultants for review and evaluation		June 7, 1976
4. To develop course objectives and evaluation procedures	4.1 Data submitted to project participants for review		June 15, 1976
	4.2 Research staff analyze training needs	A list of competencies seen as high-priority training needs; course objectives based on these competencies	July 10, 1976
	4.3 Data reviewed by consultants		August 1, 1976

FIGURE 3-1. OVERVIEW OF PROJECT (cont.)

Objectives	Procedures	Product	Completion Date
5. To design alternative pre-service and in-service training models (modules)	5.1 Design procedures followed: Instructional objectives determined; instructional sequence specified; prerequisites and criterion measures defined; rationale developed for selection or creation of instructional materials and methods; criteria and data needs for evaluation developed	Alternative pre-service and in-service models which will be useful and helpful to school superintendents as well as to other administrators	August 10, 1976
	5.2 Analysis of existing delivery systems and resources		August 10, 1976
	5.3 Generation of training models		September 2, 1976
	5.4 Evaluation of modules by advisory and consultant committees		November 15, 1976
	5.5 Revision of models		December 15, 1976
6. To issue a final report on the project			May 31, 1977

Figure 3-2

ACTIVITY CHART

1975			1976 and 1977		
July 1	1.	Start of Administration of Vocational Education Project	Jan. 7	14.	Analysis of Interviews Completed
July 8	2.	Commitments from Advisory Committee Obtained	Jan. 15	15.	Development and Pilot Testing of Phase III Instrument Started
July 8	3.	Staff Training Started	Feb. 26	16.	Phase III Pilot Tests Completed
July 15	4.	Review of Literature and Development of Diagnostic Matrix and Propositional Inventory Started	Mar. 10	17.	Phase III Interviews Started
			May 15	18.	Phase III Interviews Completed
			June 1	19.	Diagnostic Matrix, Report of Critical Tasks and Case Studies Correlated
July 15	5.	Sample Selection Started	June 7	20.	Report of Findings Started
July 17	6.	Brochure Preparation Started	July 10	21.	Report of Findings Completed
Sept. 1	7.	Brochure Preparation Completed	July 10	22.	Development of Alternative Preparation Models Started
Sept. 1	8.	Sample Selection Completed			
Sept. 30	9.	Review of Literature and Development of Diagnostic Matrix and Propositional Inventory Completed	Aug. 1	23.	Report and Finding Evaluated by Consultant
			Sept. 21	24.	Development of Alternative Preparation
			Sept. 22	25.	Evaluation of Models Started
Oct. 1	10.	Staff Training Completed	Nov. 15	26.	Evaluation of Models Completed
Oct. 1	11.	Phase II Interviews Started	Nov. 16	27.	Revision of Models Started
Dec. 15	12.	Phase II Interviews Completed	Nov. 17	28.	Final Report Preparation Started
Dec. 2	13.	Analysis of Interviews Started	Dec. 15	29.	Revision of Models Completed
			May 31, 1977	30.	Final Report Printed and Disseminated

A considerable amount of attention has been given to the administration of vocational education during the past five years, resulting in a wealth of descriptive material. Local Administration of Vocational Education: Information Sources, published in 1974 by the Center for Vocational Education at Ohio State University, was of considerable assistance in reviewing the literature. In addition, the team made an ERIC search, in order to find the most recent literature. Recent reports issued by the Texas Education Agency and the Advisory Council for Technical-Vocational Education in Texas were examined. A member of the team also visited the Center for Vocational Education and the University Counsil for Educational Administration headquarters at Ohio State University to consult with the staff there concerning research in progress which might have a bearing on this study. This visit proved exceptionally fruitful, and the project staff were greatly helped by the assistance given.

During this period members of the project team consulted several experienced vocational educators in various positions in order to gain further insights into vocational education and its administration. These discussions began with a description of the purpose and general outlines of the study, after which those consulted were asked to describe an ideal vocational program. In order to clarify this request, team members suggested some general categories as a framework. Outside of these suggestions, the discussions were very free and wide-ranging.

The use of the informal, open-ended interview as a source of ideas from which to develop more structured questions was suggested by Lazarsfeld (1944) and by Gross and McEachern (1958). In the present study, they were also useful in increasing interviewers' understanding of the issues and problems faced by practitioners in the field.

The literature search and the informal interviews yielded a list of over 200 tasks, of varying specificity. These tasks were derived from studies designed to identify specific tasks and competencies of vocational directors. As reported in the review of literature, Briggs (1971) made a report on a study conducted in Oklahoma; Baltimore (1972) and Sundstrom (1972) conducted similar research in Oregon.

Also, Loudermilk (1973) compared the perceptions of the roles of vocational directors as seen by vocational directors and high school principals. Anderson and Ramp (1972) identified 158 competencies needed by vocational administrators. Careful examination revealed that there were many duplications and overlaps among the lists. Eventually, the project team selected 69 tasks for inclusion in a task-function schedule. These were grouped into seven classifications: Goals and Objectives, Program, Personnel, Finance, Facilities and Equipment, Communications and Community Relations, and evaluation. Tasks were to be judged by the respondents as to their importance and as to the administrative behavior used in their accomplishment.

Some preliminary decisions were also made concerning the second section of the interview schedule. This section was planned to elicit information concerning the school district and the professional background of the superintendent which might have some bearing on the respondents' perceptions of the tasks included in the inventory.

The inclusion of a school district information sheet requires a brief comment. Considerable information concerning school districts is collected by the Texas Education Agency. The information which was considered germane to this inquiry, however, would have to be collected from a variety of offices within the Agency. Not all of these offices have the most recent information in easily available form. Even such annual publications as the Texas Public School Directory, the Vocational Education Unit List, and the Directory of Vocational Directors, Vocational Supervisors and Vocational Counselors have to be updated with supplemental lists during the school year. Inordinate time would be involved in assembling the needed data from the Agency, while it could be obtained in a matter of minutes from each district in the sample.

The third section of the schedule consisted of open-ended questions. Consideration was given to questions which might reveal attitudes toward vocational education and to questions concerning in-service programs. The responses to these questions revealed significant comments. Because the emphasis of this project was concerned with finding tasks that were important in the administration of

vocational education, these comments are not included in the narrative of the report. They are, however, because of their significance for developing needed training for superintendents, included in Appendix I.

When forms had been designed for all three sections, the entire schedule was submitted to the project Advisory and Consultant Committees for review, both as to content and form. This jury, consisting of all the committee members, suggested the deletion of some tasks and the inclusion of some additional tasks. They also strongly suggested making the entire schedule shorter. Their reasoning was that superintendents would probably more readily agree to participate if the demand on their time was moderate.

The task-function inventory was then shortened to 49 tasks (eventually to 48) and the remaining forms were also redesigned. The final form of the open-ended questions concerning in-service programs was suggested by Dr. Bill Davis, of University Council for Educational Administration. (Permission to use his material is included in Appendix A-1).

The completed schedule was first pre-tested on the campus at Texas A&M University. Pre-test respondents were two groups of graduate students, one group in the Leadership in Vocational Education (EPDA) program and one group in Educational Administration. After completing the interview, they were asked to comment on the content validity, the clarity of individual tasks, and the interview format.

After the pre-testing, there were two rounds of pilot tests (consisting of four superintendents per round) under field conditions as near as possible to actual interview conditions. Respondents were superintendents in the target population but not in the sample. Again, comments were requested after the interview was completed. The pilot-tests were used not only to test the instrument and the interview procedures, but also the data analysis procedures to be used.

The first group of interviews (Phase II) was conducted using the form developed for the final pilot-tests. (See Appendix B-1.)

The task inventory consists of 48 tasks in seven categories, as follows:

Goals and Objectives	5 items
Program	14 items
Personnel	6 items
Finance	4 items
Facilities and Equipment	9 items
Communications and Community Relations	8 items
Evaluation	2 items

The project team (in talking with vocational directors, superintendents, and professors of vocational education, and from the literature) found that the greatest difference between the administration of vocational education programs and general education programs was in the categories concerned with Programs and with Facilities and Equipment. It was decided, then, that these two categories should contain more tasks than the other categories.

It should also be noted that some of the tasks within the categories contain more than one task. For example, Category I, Task 2, deals with both long-range and short-range planning. This combining of tasks reflects the interest of the team in determining whether planning was considered an important task, rather than whether the school district had specific types of plans. The other combined tasks reflect the same general type of reasoning.

The 57 superintendents in Phase II were asked to respond to each task on two scales; one representing their perceptions of the importance of the task, the other their perceptions of their administrative behavior in the performance of the task.

The response categories for the dimension of importance were:

1. = Of critical importance (must be done)
2. = Very important
3. = Of moderate importance
4. = Of little importance
5. = Of no importance

The response categories and their definitions for the dimension of Accomplishment were:

1. = Perform (by self)

Do it oneself, without input from others

2. = Coordinate (by self with others)

Identify goals; determine policies, procedures, methods

3. = Direct (by others with my direction)

Guide and supervise the work of others

4. = Delegate (by others alone)

Assign complete responsibility to someone else (not final responsibility)

5. = Not applicable; is not performed in this district.

Phase III Interviews - Instrument Changes

In this phase of the study, superintendents and members of referent groups (high school principals, vocational teachers, and counselors) were interviewed to determine whether the tasks considered most important by respondents in Phase II were in fact the tasks most frequently performed, and to determine the role of the superintendent in their performance. Necessary changes in wording of the tasks were made (see Appendix B-2). The Accomplishment scale remained the same; the Importance scale was replaced by a Performance scale; the question asked was: "Is this task performed in your district?" The response categories were:

Y = Yes

N = No

NK = No Knowledge (I don't know)

No changes were made in the background information forms; additional open-ended questions were asked to increase the amount of information available concerning the design of training programs.

The revised form was also extensively pilot-tested in 8 districts from the target population. In this case the pilot-testing was done chiefly to test the procedures to be used in multiple interviews in one district in a single day.

Reliability of the Instrument

The problem of the reliability of the instrument accompanies the problem of validity. Since reliability refers to accuracy and consistency in measurement, it is possible to determine the reliability simply by observing the intercorrelations of test items.

> If the items on a test have high intercorrelations with each other and are measures of much the same attribute, then the reliability coefficient will be high. If the intercorrelations are low, either because the items measure different attributes or because of the presence of error, then the reliability coefficient will be low. (Ferguson, 1959, p. 281)

Since the Kuder-Richardson formula 21 provides a measure of internal consistency or homogeneity, the research team decided to use this method to determine the reliability of the instrument.

Importance Scale Reliability

Since the instrument, in Phase II, was divided into two scales, one for "importance" and one for "accomplishment," reliability coefficients were obtained for each scale. On the importance section of the instrument, the reliability coefficients of each task with its own category ranged from a low of.29 for task 6 with its category, to a high of .90 for task 48 with its category. On the next page, in Table 3-1, is shown the reliability coefficients for each task on the importance scale.

Accomplishment Scale Reliability

On the Accomplishment section of the instrument, the reliability coefficients of each task with its own category ranged from a low of .16 for task 6 with its category to a high of .95 for task 27 with its category.

In Table 3-2 (page 28) are shown the reliability coefficients for the Accomplishment scale of the instrument.

In dealing with reliability coefficients Ferguson (1959) stated that

TABLE 3-1

RELIABILITY COEFFICIENTS FOR THE

IMPORTANCE SCALE OF THE INSTRUMENT

Task	Scale*	R (Scale)**	Task	Scale*	R (Scale)**
1	1	0.7405	25	3	0.4304
2	1	0.6524	26	4	0.4977
3	1	0.5211	27	4	0.3871
4	1	0.8445	28	4	0.8258
5	1	0.8665	29	4	0.6705
6	2	0.2869	30	5	0.5645
7	2	0.5756	31	5	0.6954
8	2	0.5496	32	5	0.5042
9	2	0.7074	33	5	0.7644
10	2	0.6525	34	5	0.6298
11	2	0.6185	35	5	0.6257
12	2	0.8313	36	5	0.6901
13	2	0.4582	37	5	0.5933
14	2	0.5602	38	5	0.5685
15	2	0.7370	39	6	0.6758
16	2	0.2944	40	6	0.7611
17	2	0.5211	41	6	0.8226
18	2	0.7835	42	6	0.8174
19	2	0.8164	43	6	0.8104
20	3	0.3222	44	6	0.7047
21	3	0.6919	45	6	0.8180
22	3	0.8163	46	6	0.7028
23	3	0.6608	47	7	0.8146
24	3	0.4303	48	7	0.8950

*Scale Refers to the seven categories of the instrument.

**R (Scale) refers to the reliability of the item with its own scale or category of the instrument.

TABLE 3-2

RELIABILITY COEFFICIENTS FOR THE

ACCOMPLISHMENT SCALE OF THE INSTRUMENT

Task	Scale*	R (Scale)**	Task	Scale*	R (Scale)**
1	1	0.4931	25	3	0.4489
2	1	0.5018	26	4	0.8338
3	1	0.5290	27	4	0.9518
4	1	0.6911	28	4	0.7097
5	1	0.6814	29	4	0.7404
6	2	0.1636	30	5	0.5763
7	2	0.1884	31	5	0.6870
8	2	0.4498	32	5	0.7953
9	2	0.7006	33	5	0.5945
10	2	0.4908	34	5	0.5449
11	2	0.3639	35	5	0.5302
12	2	0.2178	36	5	0.6141
13	2	0.3337	37	5	0.5007
14	2	0.7530	38	5	0.3613
15	2	0.4957	39	6	0.3833
16	2	0.4586	40	6	0.8065
17	2	0.7420	41	6	0.4453
18	2	0.6432	42	6	0.5523
19	2	0.4386	43	6	0.6606
20	3	0.4164	44	6	0.7090
21	3	0.5995	45	6	0.7392
22	3	0.6615	46	6	0.7630
23	3	0.2964	47	7	0.8691
24	3	0.4946	48	7	0.8845

*Scale refers to the seven categories of the instrument.

**R (Scale) refers to the reliability of the task with its own scale or category of the instrument.

> Reliability coefficients less than .50 are not uncommon, and coefficients of zero are perhaps not isolated curiosities . . . . Low reliability does not necessarily invalidate a technique as a device for drawing valid inferences. Low reliability may be compensated for by increase in sample size. (p. 288)

Therefore, since many tasks of both scales had reliability coefficients of more than .70, with most above .60, it was felt the instrument as a whole was reliable and could be used for drawing valid inferences.

Interview Procedures - Phase II

One important consideration in the design of the interview schedule was the necessity of keeping the interview brief. Superintendents are usually busy and work long hours (an average of 58 hours a week, according to a study of Texas superintendents by Horn, 1972). We were therefore faced with the problem of finding a way to gather the needed information in the shortest possible time. At the same time, the project team also wished to keep the superintendent's interest at as high a level as possible, in order that answers should not become prefunctory.

The design of the forms and the order in which they were administered made possible considerable variety in interviewing techniques. The final version of the schedule consisted of four forms. The first, a school-district information form, was mailed to the respondent in advance (Appendix B-5). The superintendent was asked to complete the form, and to hold it until the interviewer arrived. This procedure made it possible for the intervierwer to edit the information on the spot. The second form, the personal data form (Appendix B-4), was administered by the interviewer. The task-inventory (Appendix B-1) was also an interviewer-administered instrument, but respondents were invited to comment on the tasks if they wished. Interviewers noted the respondents' comments on the form. Respondents were given a laminated card (Appendix B-2a,b) with definitions of response categories, and also with examples of possible responses. The task schedule form also included a space for respondents to add any tasks that were accomplished in their districts which were not included in the schedule, and two

open-ended questions. Both open-ended questions were designed chiefly to elicit attitudes about vocational education, rather than competency statements. The fourth form consisted entirely of open-ended questions on in-service training (Appendix B-7).

The order in which the forms were administered proved to be useful. The two factual questionnaires gave time for the interviewer to establish rapport with the respondent. The questions on the personal information form were non-threatening. Personal information—in this case consisted entirely of professional experience and vocational background.

The task inventory was, of course, the core of the interview. The focus on tasks seemed to stimulate the respondents' thinking concerning the in-service activities which were the subject of the final portion of the interview.

The first contact with the interview subjects was through a personal letter from the Dean of the College of Education (Appendix B-8). It was felt that the high esteem in which he is held by school administrators in the state would increase the likelihood of their agreeing to participate. The letter described the project briefly, assured the superintendent of the confidentiality of responses, and promised that he would receive information concerning the results of the study. Enclosed with the letter was a response form (Appendix B-9) on which the superintendent could indicate his willingness to participate.

An affirmative response was followed by a telephone call from a member of the project team to set a date and time for the interview. All interviews in this phase were conducted in the superintendent's office. The interviewer began by reviewing, briefly, the nature of the study, its possible impact on future training programs and its funding by USOE. He then repeated that all responses would be confidential and that only aggregate data would be reported. After this introduction, the respondent was asked if he had any questions. If he did, the interviewer answered them as completely as possible. Only after this process was completed did the actual interview questions begin.

In designing the interview procedure, consideration was given to several factors which might have an effect on the results. Some of these factors had to do with the respondent, some with the interviewer. There was, for example, a concern that superintendents on their home ground would be subject to many interruptions, which might unduly prolong the time of the interview and result in a drop in attention. In actual fact, this did not happen. There were occasional minor interruptions, mostly in the form of urgent telephone calls, but nothing that took more than a very few minutes. Another matter to be considered was the relationship between interviewer and respondent. The decision was made (easily, under the circumstances) that the interviewers should approach the superintendsnts in the posture of learners. The interviewers were three doctoral students in Educational Administration, with administrative field experience. There was also a masters level student in Industrial Education, with administrative field experience as well as experience in vocational education. Before the interviews began, all team members familiarized themselves, as far as possible, with regulations concerning vocational education and with its special terminology. This facilitated communicating with, as well as learning from, the superintendents. At the same time, it was emphasized that the intent of the study was to learn from superintendents in the field what they considered important in the administration of vocational education.

Interview training for the project team was conducted with the assistance of Dr. Robert Fellerz, of the Adult Education Program at Texas A&M University. The training included techniques for establishing rapport with respondents, interview procedures, problems which might arise and how to handle them, and general orientation of interviewers.

The first group of interviews took place during three months in the Fall of 1975.

Interview Procedures - Phase III

The procedures used during this phase of the study were basically

the same as the interview procedures employed in Phase II. The major difference was in the number of respondents interviewed in a sample district. Whereas the Phase II interviews had been confined to superintendents, the Phase III interviews included principals, teachers, and counselors as well as superintendents.

A letter (Appendix B-10) of similar form and substance to the letter used in Phase II was mailed from the Dean of the College of Education to the superintendents in the sample districts. The letter contained a brief description of the study and indicated that several staff members would be involved. A response form (Appendix B-11) was enclosed with each letter on which the superintendent could indicate the district's willingness to participate.

Each affirmative response was followed up by a telephone call to the superintendent from a member of the project team to set a date and time for the interviews. Every effort was made to schedule the first interview in the school district with the superintendent if possible. Other interviews were scheduled at the convenience of the staff members. As interviews with teachers had to be conducted during their conference periods, the scheduling of these interviews was critical in terms of timing.

In each district, two teachers were selected from the available vocational education faculty. Several districts had only Homemaking teachers and Vocational Ag. teachers. In districts with more than these two categories, other vocational teachers such as those teaching Auto Mechanics, Cosmetology, and Building Trades, were selected. Counselors were interviewed if one of their primary responsibilities was in the area of vocational counseling. In addition, the person responsible for vocational counseling (if different from the other persons being interviewed), was also interviewed (Appendix E).

The interview with the superintendent was conducted in the same manner as in the previous phase of the study. In this phase also, the interview was preceded by a short explanation of the project's goals and purposes. Emphasis was placed on the confidentiality of all responses and assurance was given that no intraschool comparisons were to be made. Interviewers answered all questions as completely

as possible and then proceeded with the interview forms.

The interviews with the principal and other faculty members followed the same basic pattern as the interview with the superintendent. However, only the task-inventory and open-ended questions (Appendix B-12) were used in this series of interviews. A similar explanation was given to the faculty members about the project's purposes and objectives. Special assurance was given to the faculty members as to the confidential nature of their responses. Respondents were encouraged to comment, if they desired, on any task.

Teachers were asked not to confine their responses to their individual teaching fields but to relate the instrument questions to the total vocational education program of the district, in so far as they knew it.

The task-inventory was approached by using two response categories. The first was to determine if the particular task was done in the sample district and called for a "yes," "no" or "no knowledge" response. The second determination followed a "yes" response only and dealt with the managerial function employed by the superintendent to accomplish the task.

As the project sought to interview at least four people in a district a great deal of cooperation was needed. All of the superintendents and principals were most helpful in scheduling and arranging the interviews. Few conflicts were encountered and all interviews were conducted within a single day's visitation in each district. These interviews were conducted during three months in the Spring of 1976.

Figure 3-3 shows the counties where interviews took place. The geographical divisions are those used by the Advisory Council for Technical-Vocational Education in Texas for its Regional Hearings. While the sample for the first group of interviews was randomly drawn, without regard to geographical distribution, all these divisions were represented. A list of the regions and the counties included in each region appears in Appendix C-1.

FIGURE 3-3

AVE PROJECT INTERVIEW SITES

● Phase II Interviews

◆ Phase III Interviews

Geographical divisions are the same as those used by the Advisory Council for Technical-Vocational Education in Texas, Regional Hearings, 1971.

Data Analysis

After each group of interviews was concluded, data were key-punched and checked for accuracy. Three computer programs were used for data analysis: Statistical Package for the Social Sciences (SPSS) developed by Nie, Hull, Jenkins, Steinbrenner and Bent (1975); REGRAN developed by Veldman (1967); and Statistical Analysis System (SAS) developed by Barr and Goodnight (1972). Data were processed on the Amdahl 470 V/6 computer system at Texas A&M University.

For the Phase II interviews, frequencies and means were computed for school district information and superintendents' background information, in order to prcvide a context within which the examine the responses to the tasks.

Cross-tabulations of Importance and Accomplishment scale responses were made for each task, in order to get the greatest possible detail. Chi-square values were calculated.

Analysis of variance was computed according to school district size for Importance and Accomplishment of each task.

Simple and multiple correlations between school district variables and task responses, and between superintendents' variables and task responses were calculated.

All statistical procedures were tested at the .05 level of significance.

The same procedures were used to analyze the data collected in the Phase III interviews.

Comparisons were then made of the two sets of data, using Analysis of Variance.

Population

The population for this study was 680 Texas school superintendents who served as vocational directors in their districts.

Two documents, published by the Texas Education Agency, were used as a sampling frame: The 1974-75 Texas Public School Directory and the Vocational Education Unit list for the same year.

The following criteria were used to determine the population:

(1) Superintendents must serve in districts where there is a vocational education program but no vocational director.

(2) Superintendents must have served in this position for at least one year, in order to insure their familiarity with the procedures necessary to carry out vocational programs in that district.

(3) Superintendents must serve in local school districts, rather than in the state schools which serve special populations.

The 1974-75 Texas Public School Directory lists 1135 school districts in Texas. Of these, however, only 942 are local school districts with vocational programs. (130 local districts have no high schools, 31 are state school districts, and 32 serve grades K-12 but have no vocational programs.) There were 187 vocational directors listed in the Vocational Education Unit list for 1974-75 and an additional 12 were added before the study began. This left 743 districts in which the superintendent met the above first and third criteria for inclusion. The second criterion further reduced the number of superintendents in the population to 680. Information concerning changes in superintendents during the year was obtained from Jerry T. Barton, Director of Research of the Texas Education Agency.

Sample for Phase II

The purpose of the sampling design used was to maximize the amount of information secured within the existing time and budget constraints. Simple random sampling can provide good estimates of population characteristics; stratified random sampling can, in many cases, increase the quantity of information for a given cost. For this reason, a stratified random sample survey design was used.

The first step in the selection of the sample was to specify the strata. The average daily attendance (ADA) in the school districts in which the superintendents served was the basis for stratification. Three strata were specified: school districts of less than 500 ADA; school districts of 500-1499 ADA, and school districts of 1500 or

more ADA (Appendix G-2).

Information concerning school district ADA was taken from the 1974-75 Texas Public School Directory. It was determined that 49.1% of the districts in the defined population had under 500 ADA, 40.8% had 500-1499 ADA, and 11.1% had over 1500 ADA. The smallest district had 56 ADA, the largest 19,671. (Although these were in the population, they were not drawn in the sample used in the survey.)

Since a sample size of 5% (of the target population) had been previously defined in the research proposal, it was agreed upon by the research team to use 34 school districts as a minimum sample size. However, using this 5% and proportional sampling inside each stratum, the third stratum, 1500 or more ADA, would only have three school districts in it. Therefore, the sample size was increased to 57 districts. This then provided for 28 school districts of under 500 ADA (49.1%), 23 school districts of 500 to 1499 ADA (40.4%), and 6 school districts of 1500 or more ADA (10.5%). This sampling procedure also met the time and budget constraints of the research project.

The school districts in each stratum to be used in the sample were randomly selected using a separate table of random numbers for each stratum to insure independence of the sample.

Sample for Phase III

The purpose of the second series of interviews was to see if tasks that were rated as highly important in Phase II were performed in school districts and who performed these tasks. In order to accomplish this, the research team interviewed the superintendent, high school principal, two vocational teachers, and the person primarily responsible for vocational counseling in the districts that were selected for this phase. The selection process consisted of geographically stratifying the school districts according to the fourteen regions set up by the Advisory Council for Technical-Vocational Education. The research team chose two districts from each of the fourteen regions and two additional districts from the

North Central-Dallas-Ft. Worth region (Appendix C-1). Population density was greater in those districts, therefore there are more school districts in this area.

The districts for each region were chosen by use of a simple random procedure with a total of thirty districts being selected. Twenty-four of these districts agreed to participate in the study. Since there were a minimum of three and a maximum of five persons interviewed in each district, the sample consisted of 105 individuals.

The second objective, the development of instructional modules for pre-service and in-service education for educational administrators was accomplished as follows:

Procedures for Competency Model Development

Since the literature strongly suggested a need for model delivery systems to assist in both the development of curriculum and actual training, the project team proceeded to prepare model modules. The modules were designed to assist curriculum specialists in administration and vocational education in the actual development of content in each of the 24 critical task areas. They are in line with the competency characteristics Weatherman and Wolf (1977) describe in that competency-based models contain four unique characteristics designed to enhance the training of the administrator. These characteristics include an individualized approach to training, provision of constant and self-correcting feedback to a participant on his/her progress through the program and feedback to the training program itself on its success in changing the behaviors of participants, an information-based set of performance objectives derived for the training program, and an ability to design training experiences at a variety of different sites and for different populations.

The modules in this research effort were constructed in five steps: (1) a literature search; (2) the development of a flowchart to be used with each module; (3) the identification of goals to support the identified competencies; (4) the identification of objectives to meet the goals; and (5) the design of an evaluation format. After the

modules were constructed, a first draft was submitted to a faculty advisory committee for review and evaluation. Revisions were made and included in the final draft.

The project team first reviewed recent literature pertaining to the development and use of competency-based education programs. Some of the literature studied included a project directed by Ramp (1976) entitled Occupational Education Administration Project: Phase IV, conducted by the Southern Illinois University at Carbondale; also a project directed by Northcutt (1973) entitled The Adult Performance Level Study conducted by the Adult Performance Level Project Staff, Division of Extension, The University of Texas at Austin; and a project directed by Edwards (1974) entitled Administration by Competency, conducted by the Illinois State University, Normal Illinois. Numerous other articles and books were studied before the modules were prepared.

In order to give better direction to the development of the modules a flowchart showing the use of the modules (Appendix I-1), was developed. Also, steps were made to obtain information pertaining to knowledge and skills about the administration of vocational education from practicing vocational administrators or from those preparing for the role. Students in a course entitled "Organization and Administration of Vocational Education," taught by Mr. John Holcomb on the Texas A&M campus, were used as a referent group. The class consisted of vocational directors and vocational teachers preparing to be vocational directors. Others were taking the course with the intention of applying it to the certification requirements for becoming principals and superintendents.

For each of the 24 tasks identified as critical, the class members were asked to describe at least two elements that a person would need to know or do in order to accomplish each task. This information was reviewed, reworded, synthesized and enhanced by the project team. The information gathered in this step was transformed into goal statements. Objectives for each goal statement were next determined by which to accomplish the stated goals. An evaluation format was designed and included as a part of each module. This evaluation design was not for

evaluating the modules but rather as a suggested evaluation guide for module content mastery if and when the modules are put into teaching practice.

The completed first draft of the modules were submitted to a faculty advisory committee for review and evaluation. The committee consisted of people from the Vocational Program, the Departments of Educational Administration, Industrial Education and Curriculum and Instruction. The faculty committee suggestions were considered and incorporated in the final draft of the modules.

CHAPTER IV

FINDINGS AND CONCLUSIONS

The School Districts and the Superintendents

The first objective of this study was to determine which tasks in the administration of vocational education are considered most important by superintendents in the field. The possibility that responses to the task might be influenced by certain factors in the superintendents' professional background and in their school districts has previously been mentioned. In order to provide a context within which to examine the tasks, therefore, this section begins with descriptions of the superintendents and their districts.

School districts in this study were small districts; the largest school district in either sample had an enrollment of 7,232; over 80% of all interviews took place in districts with enrollments of less than 500. The mean number of students in the first sample was 768, in the second sample 1702. This compares with a statewide mean of 3196 in the Winkler (1976) study. Total annual budgets ranged from $150,000 to $6,000,000, with per pupil expenditures of from $538 to $2,664. Per pupil expenditures for vocational education ranged from $195 to $676. Total vocational budgets started at $10,940 in a system with one vocational unit and reached $188,772 in a district with 14 units. Four of the school districts had more than 10 units and, therefore, were qualified for a vocational director under state guidelines but had chosen not to employ one.

The greatest number of vocational units were in the field of Homemaking, with Vocational Agriculture second. This finding is in line with the Texas figures for Fiscal Year 1974 as cited by Lee and Fitzgerald (1975). Nationwide, however, while Homemaking has the highest enrollment, Industrial Education and Vocational Education have far higher enrollments than does Vocational Agriculture.

According to the American Association of School Administrators (1971) and Horn (1972) studies, most superintendents serve their first

superintendency in small districts. In fact, many of the respondents were relatively new to the job (2-4 years); in Phase II, almost 25% of the superintendents interviewed had served less than four years in the position of superintendent (Appendix D, Table 3); one-third had served less than four years in their present position (Appendix D, Table 2). All superintendents had served at least two years.

In the first sample, the mean length of service was 13.3 years (Appendix D, Table 3), with a range of 2 to 34 years. Mean length of service in their present superintendency was 10 years (Appendix D, Table 2), with a range of 2 to 32 years.

No superintendent (in the first sample) had had less than ten years of public school experience (Appendix D, Table 1); 93% had more than fifteen years experience. The mean length of time in public schools was 25.6 years, with a range of 10 to 46 years. Three had held no administrative position other than that of superintendent; most (84.2%) had held other administrative positions for periods of from 1 to 9 years (Appendix D, Table 5).

One superintendent (in the first sample) had never been a classroom teacher. The mean length of time in teaching was 8.5 years, with a range of 0 - 20 years (Appendix D, Table 4). Eleven of those interviewed had taught vocational education courses; of these, 10 had been vocational agriculture teachers.

Eight respondents (in the first sample) had had no work experience outside the public schools (Appendix D, Table 6). Of those who had had other work experience, the greatest number listed the military as their field of greatest experience (17.5%), followed by skilled trades (14.0%), managerial (12.3%), and farming and semiskilled (10.5% each).

In the second sample, the mean length of service as superintendent was 8.2 years, with a range of 2 to 25 years (Appendix D, Table 4). Mean length of service in their present position was 6.6 with a range of 2 to 25 years (Appendix D, Table 8). In general, they have had somewhat less experience as superintendents than the previous group.

In this group, no respondent (superintendents only) had less than

ten years in public schools; 87 1/2% had more than 15 years experience (Appendix D, Table 7). The mean length of time was 23.75 years, with a range of 10 to 40 years. All had had some administrative experience before becoming superintendents, for periods ranging from 2 to 21 years (Appendix D, Table 11). Mean length of other administrative service was 7.1 years. All had also had classroom teaching experience of from 2 to 40 years, with a mean of 12.4 (Appendix D, Table 10). In some cases, respondents had combined administrative and classroom reaching duties.

Only two of those interviewed had backgrounds in vocational education. One had taught vocational agriculture, one had taught distributive education and had also been a vocational director.

Over half had had work experience outside the schools for periods varying from 0 to 7 years (Appendix D, Table 12). Of the outside work experience reported, the largest single category (28.6%) was managerial.

The Important Tasks

The first problem faced in analyzing the results of the first group of interviews was to determine the most important tasks. After careful examination of the frequencies of responses to the tasks it was determined that a response of Critical or Very Important by 70% or more of those interviewed would be the criterion for inclusion of a task. Sause (1974), in reporting a study undertaken for the New York State Education Department, said,

> The behaviors upon which the largest number of respondents agreed were of paramount concern . . . . In this situation, agreement of 70 percent of the respondents that a competency is necessary was the criterion for developing a basic set of behaviors upon which a competency-based certification might be developed (p. 21).

Tha rank ordering of tasks shown in Table 4-1 shows a break between task 48 (71.9%) and task 19 (63.2%), with only task 33 (68.4%) as a borderline case. The same distribution is shown from a different point of view in Table 4-2.

This frequency criterion yielded 24 tasks seen as important for the administration of vocational education (see page 46).

TABLE 4-1

PHASE II

RANK OF TASKS BY PERCENTAGE OF SUPERINTENDENTS WHO SCORED TASKS CRITICAL OR VERY IMPORTANT (FOR 57 SUPERINTENDENTS)

Task Number	Percentage of Superintendents	Rank	Task Number	Percentage of Superintendents	Rank
25	100.0	1	33	68.42	25
1	98.25	2	19	63.16	26
29	96.49	3.5	7	61.4	27
37	96.49	3.5	34	59.64	28
20	94.74	5	46	57.89	29.5
26	91.23	6.5	12	57.89	29.5
28	91.23	6.5	9	56.14	31
35	91.23	6.5	10	54.39	32
47	91.23	6.5	13	50.88	33
11	87.72	10.5	5	49.12	34
27	87.72	10.5	16	47.37	35.5
3	84.21	12.5	44	47.37	35.5
23	84.21	12.5	43	45.61	37
2	82.46	14.5	45	43.86	38
6	82.46	14.5	8	42.11	39.5
32	80.7	16	40	42.11	39.5
18	78.95	17	41	40.35	41
24	77.19	18.5	4	38.6	42.5
36	77.19	18.5	14	38.6	42.5
31	75.44	20	15	38.6	42.5
22	73.68	21.5	21	36.84	45
30	73.68	21.5	38	29.82	46.5
39	71.93	23.5	42	29.82	46.5
48	71.93	23.5	17	17.54	48

TABLE 4-2

PHASE II

FREQUENCY DISTRIBUTION OF THE NUMBER OF TASKS RANKED

CRITICAL OR VERY IMPORTANT BY THE SUPERINTENDENTS RESPONDING

Number of Superintendents	Number of Tasks Scored Critical/Very Important	Tasks Included in Each Interval
0 - 5	0	
6 - 10	1	17
11 - 15	0	
16 - 20	2	38, 42
21 - 25	8	4, 8, 14, 15, 21, 40, 41, 45
26 - 30	5	5, 13, 16, 43, 44
31 - 35	6	7, 9, 10, 12, 34, 46
36 - 40	2	19, 33
41 - 45	8	18, 22, 24, 30, 31, 36, 39, 48
46 - 50	7	2, 3, 6, 11, 23, 27, 32
51 - 55	7	20, 26, 28, 29, 35, 37, 47
56 - 60	2	1, 25

TWENTY-FOUR IMPORTANT TASKS
(Original task numbers are given in parentheses)

(1)	1.	Identifying purposes and objectives of the vocational program.
(2)	2.	Short-range and long-range program planning for vocational education.
(3)	3.	Curriculum development for vocational education.
(6)	4.	Determining courses for which vocational training is to be offered.
(11)	5.	Providing information to students about post-high school vocational training available to them.
(18)	6.	Integrating the vocational with the academic programs.
(20)	7.	Selecting vocational staff.
(22)	8.	Organizing local in-service training programs for vocational staff.
(23)	9.	Encouraging vocational teachers to support professional growth.
(24)	10.	Encouraging vocational teachers to support professional organizations through membership.
(25)	11.	Keeping staff members closely informed as to what is expected of them.
(26)	12.	Knowing the requirements and procedures for gaining approval and financial support for new vocational programs.
(27)	13.	Determining local policies to satisfy state requirements regarding purchase and reimbursement procedures.
(28)	14.	Developing an annual budget for the operation of vocational programs.
(29)	15.	Preparing and keeping adequate financial records of all vocational programs.
(30)	16.	Developing specifications for long-range needs for vocational facilities.
(31)	17.	Developing specifications for equipment to be purchased.
(32)	18.	Scheduling vocational facilities for maximum utilization by students and teachers.
(35)	19.	Maintaining an inventory of tools, supplies and equipment assigned to vocational programs.
(36)	20.	Arranging for maintenance, repair and day-to-day supervision of vocational facilities and equipment.
(37)	21.	Insuring that health and safety standards are maintained.
(39)	22.	Preparing news releases on activities of the vocational programs for the news media.
(47)	23.	Appraising teachers' performance in relation to instructional goals.

(48) 24. Evaluating instructional materials developed by vocational teachers.

Table 4-3 shows these tasks grouped by categories. All of the tasks in the Finance category and in the Evaluation category, 83 1/2% of the tasks in the Personnel category, and 66 2/3% of the tasks in the Facilities and Equipment Category were included in the list of necessary tasks. Goals and Objectives and Program were represented by smaller percentages. Only one task in the category of Communications and Community Relations was included in the list.

The results from the Analysis of Variance by school district size for the 48 tasks, presented in Table 4-4 (pages 49 and 50), indicated that there was a significant difference at the .05 level between the means for the perceived importance of the tasks by the Phase II superintendents on tasks 6, 9, 15, and 44.

The results from Duncan's New Multiple Range Test to make comparisons among the means for the five tasks is indicated by the superscripts on the mean values. The mean values with the same superscripts are not significantly different at the .05 level.

Phase III interviews, with superintendents, high school principals, counselors and vocational teachers in twenty-four districts, did not include information on how important the tasks were perceived to be. Instead questions were aimed at discovering whether the tasks seen as most important by the first 57 superintendents are indeed the ones that are performed.

For the most part, as shown in Tables 4-5 and 4-6, the results supported the findings of Phase II. Only tasks 20 and 22 were significantly different: 60% and 49.5% of the respondents, respectively, said that these two tasks are performed in their districts. On the other hand, five tasks not included in the original critical list were performed in over 70% of the districts. These were tasks 13, 19, 33, 34, and 38. (See Table 4-7)

Task Accomplishment

Up to this point, discussion has centered on perceptions of importance of the tasks. The second dimension to be examined was that

TABLE 4-3

PHASE II

"CRITICAL" TASKS BY CATEGORY OF QUESTIONNAIRE

Task Categories	Total Tasks	Percent of Total	Critical Tasks -	Totals	Percent
Goals and Objectives	5	10.4	1, 2, 3	3	12.5
Program	14	29.2	6, 11, 18	3	12.5
Personnel	6	12.5	20, 22, 23, 24, 25	5	20.8
Finance	4	8.3	26, 27, 28, 29	4	16.7
Facilities and Equipment	9	18.8	30, 31, 32, 35, 36, 37	6	25.0
Communications and Community Relations	8	16.7	39	1	4.2
Evaluation	2	4.1	47, 48	2	8.3
	48	100.0%		24	100.0%

TABLE 4-4

PHASE II

SUMMARY OF ANALYSIS OF VARIANCE RESULTS FOR 48 TASKS--

PERCEIVED IMPORTANCE BY PHASE II SUPERINTENDENTS

Task Number	Less than 500 ADA Mean	500-1499 ADA Mean	1500 or more ADA Mean	F
Goals and Objectives				
1	1.6429	1.7391	1.6667	0.2265
2	2.0357	2.2174	1.8333	1.0580
3	1.9286	1.9565	2.0000	0.0267
4	2.7500	3.1304	3.0000	0.8683
5	2.9286	2.8696	2.0000	1.7920
Program				
6	2.1786[a]	2.0435[a]	1.1667[b]	5.3021**
7	2.6429	2.3478	1.8333	1.4442
8	3.3929	2.8261	2.8333	1.3534
9	3.6071[a]	2.3478[b]	1.8333[b]	7.7688**
10	2.5714	2.6087	2.6667	0.0214
11	1.7500	2.0870	2.1667	2.4545
12	2.8214	2.4783	2.0000	1.8078
13	2.5714	1.4783	2.8333	0.5202
14	3.0000	2.8696	2.8333	0.1218
15	3.2857[a]	2.8261[a]	1.8333[b]	5.3129**
16	2.9286	2.9565	2.3333	0.6715
17	3.8929	3.5652	3.8333	0.6168
18	2.0714	2.3478	1.8333	1.8872
19	2.3929	2.4348	2.1667	0.2261
Personnel				
20	1.6071	1.3913	1.0000	1.9020
21	3.0357	3.1739	2.6667	0.4103
22	2.0714	2.3913	2.5000	1.4193
23	1.7857	2.2174	1.8333	3.1065
24	2.0714	2.2609	2.0000	0.5217
25	1.5357	1.6522	1.3333	1.0390
Finance				
26	1.8929	1.6522	1.1667	1.8426
27	1.7143	1.8261	1.5000	0.2745
28	1.6071	1.6957	1.5000	0.2146
29	1.5714	1.6087	1.5000	0.0576

TABLE 4-4 (Continued)

Task Number	Less than 500 ADA Mean	500-1499 ADA Mean	1500 or more ADA Mean	F
Facilities and Equipment				
30	1.9286	2.3043	1.8333	1.6395
31	2.1786	2.4348	1.6667	1.7618
32	2.1786	2.1305	1.5000	2.4157*
33	2.7857[a]	2.4348[a]	1.3333[b]	3.5726*
34	2.5357	2.5217	1.8333	1.6924
35	1.7143	1.8261	1.5000	0.7027
36	2.0714	2.1739	1.5000	2.0542
37	1.4643	1.5652	1.1667	1.1771
38	3.0000	3.1739	2.5000	1.1576
Communications and Community Relations				
39	2.3571	2.3043	2.0000	0.6248
40	2.9643	2.6957	2.5000	0.8447
41	3.1786	2.6087	2.1667	3.0972
42	3.2143	3.0000	2.6667	0.9802
43	2.8571	2.7391	2.6667	0.1406
44	2.3571[a]	2.9565[b]	2.5000[a]	4.6434*
45	2.7500	2.9130	2.1667	1.9940
46	2.5714	2.6522	2.0000	1.3918
Evaluation and Research				
47	1.7142	1.8696	1.6667	0.5203
48	2.0714	2.3043	2.1667	0.7857

* $.01 < p < .05$
** $.001 < p < .01$

a, b--The same superscript indicates the means which are not significantly different at the .05 level according to Duncan's New Multiple Range Test (Steel and Torrie, 1960, p. 107).

TABLE 4-5

PHASE III

FREQUENCY DISTRIBUTION OF "YES" RESPONSES FOR IMPORTANT TASKS

N = 105

Task Number	Number of "Yes" Responses	Percent of N	Task Number	Number of "Yes" Responses	Percent of N
1	95	90.5	27	99	94.3
2	86	81.9	28	93	88.6
3	92	87.6	29	96	91.4
6	99	94.3	30	82	78.1
11	96	91.4	31	76	72.4
18	83	79.0	32	95	90.5
20	63	60.0	35	101	96.2
22	52	49.5	36	102	97.1
23	92	87.6	37	100	95.2
24	77	73.3	39	98	93.3
25	97	92.4	47	94	89.5
26	93	88.6	48	73	69.5

TABLE 4-6

PHASE III

FREQUENCY DISTRIBUTION OF "YES" RESPONSES FOR IMPORTANT TASKS BY REFERENT GROUPS

Task Number	Teachers (N = 43) Percent	High School Principals (N = 24) Percent	Counselors (N = 14) Percent
1	88.4	91.7	92.9
2	79.1	83.3	71.4
3	90.7	83.3	78.6
6	95.3	91.7	85.7
11	88.4	91.7	92.9
18	69.8	87.5	100.0
20	55.8	93.3	35.7
22	34.9	66.7	35.7
23	83.7	87.5	100.0
24	69.8	87.5	57.1
25	93.0	100.0	64.3
26	81.4	91.7	92.9
27	95.3	95.8	85.7
28	86.0	91.7	85.7
29	88.4	95.8	78.6
30	76.7	83.3	78.6
31	72.1	83.3	64.3
32	86.0	100.0	85.7
35	97.7	95.8	85.7
36	97.7	100.0	92.9
37	93.0	100.0	92.9
39	90.7	95.8	100.0
47	81.4	100.0	85.7
48	72.1	75.0	71.4

TABLE 4-7

PHASE III

FREQUENCY DISTRIBUTION OF "YES" RESPONSES FOR ALL TASKS

N = 105

Task Number	Number of "Yes" Responses	Percent of N	Task Number	Number of "Yes" Responses	Percent of N
1	95	90.5	25	97	92.4
2	86	81.9	26	93	88.6
3	92	87.6	27	99	94.3
4	19	18.1	28	93	88.6
5	32	30.5	29	96	91.4
6	99	94.3	30	82	78.1
7	64	61.0	31	76	72.4
8	66	62.9	32	95	90.5
9	55	52.4	33	75	71.4
10	51	48.6	34	80	76.2
11	96	91.4	35	101	96.2
12	64	61.0	36	102	97.1
13*	100	95.2	37	100	95.2
14	56	53.3	38*	74	70.5
15	37	35.2	39	98	93.3
16	38	36.2	40	55	52.4
17	10	9.5	41	55	52.4
18	83	79.0	42	35	33.3
19*	86	81.9	43	49	46.7
20	63	60.0**	44	68	64.8
21	43	41.0	45	50	47.6
22	52	49.5**	46	62	59.0
23	92	87.6	47	94	89.5
24	77	73.3	48	73	69.5**

* These items were scored Critical or Very Important by less than 70% of the Phase II respondents, "Yes" by more than 70% of the Phase III respondents.

** These items were scored Critical or Very Important by more than 70% of the Phase II respondents, "Yes" by less than 70% of the Phase III respondents.

of accomplishment of tasks. The superintendents in the first set of interviews were asked to describe their involvement in the accomplishment of the task. Tables 4-8, 4-9, 4-10, and 4-11 give the frequency distributions and rank orders of tasks which the superintendents see themselves as either performing or coordinating; that is, as having a high degree of personal involvement in the execution of the task. (Cross-tabulations in matrix form for each of the 48 tasks and functions can be found in Appendices F and G.) For purposes of designing training programs, such perceptions would indicate that the needed competencies are those directly applicable to the task. A preponderance of Direct or Delegate responses might indicate a need for competencies in the general area of human relations, administrative, and/or communication skills. Table 4-12 summarizes these responses. The remaining category of response in this dimension simply indicates that the task is not performed.

The results from the Analysis of Variance by school district size for the 48 tasks, presented in Table 4-13 (pages 60 and 61), indicated that there was a significant difference at the .05 level between the means for the perceived accomplishment by the Phase II superintendents for only one task—number 47.

Using Duncan's New Multiple Range Test to make comparisons among the means for task 47, it was determined that the mean of the responses for districts of 500-1499 ADA and the mean of the responses for districts of 1500 or more ADA were not significantly different at the .05 level.

The relationship between perceptions of importance and of accomplishment are given in the Chi-square table, Table 4-14. The Chi-square value indicates only whether or not the two values are associated. Kendall's Tau c indicates the strength of the association.

When the responses on Accomplishment by the Phase II superintendents are compared with the responses of the Phase III referent groups, using Analysis of Variance, significant differences appear for 20 of the 24 items. Application of Duncan's New Multiple Range Test fails to reveal any consistent pattern of differences. However, the most obvious differences between the perceptions of the superintendents and the referent group were on the accomplishment of task numbers 2,

TABLE 4-8

PHASE II

TASKS WITH PERCENTAGE OF PERFORM AND

PERFORM/COORDINATE FOR 57 SUPERINTENDENTS

Task Number	Percentage of Superintendents Who:		Task Number	Percentage of Superintendents Who:	
	Perform Task	Either Perform or Coordinate Task		Perform Task	Either Perform or Coordinate Task
1	5.3	63.2	25	33.3	84.1
2	5.3	56.2	26	43.9	96.5
3	1.8	42.2	27	45.6	89.5
4	3.5	45.6	28	31.6	77.2
5	1.8	31.6	29	31.6	80.7
6	7.0	70.2	30	17.5	73.6
7	26.3	63.1	31	8.8	56.2
8	1.8	33.4	32	1.8	45.7
9	12.3	28.1	33	19.3	63.2
10	0.0	26.3	34	12.3	61.4
11	3.5	19.3	35	3.5	28.1
12	1.8	15.8	36	1.8	35.1
13	0.0	3.5	37	5.3	36.0
14	1.8	15.8	38	3.5	33.3
15	1.8	24.6	39	1.8	24.6
16	0.0	26.3	40	28.1	47.4
17	0.0	3.5	41	3.5	36.8
18	3.5	52.6	42	1.8	28.1
19	5.3	59.7	43	5.3	54.4
20	57.9	94.7	44	7.0	43.8
21	38.6	68.4	45	7.0	43.8
22	7.0	59.6	46	8.8	43.9
23	35.1	71.9	47	14.0	66.6
24	42.1	70.2	48	7.0	59.6

TABLE 4-9

PHASE II

RANK OF TASKS BY PERCENTAGE OF 57 SUPERINTENDENTS

WHO EITHER PERFORM OR COORDINATE TASKS

Task Number	Percentage of Superintendents	Rank	Task Number	Percentage of Superintendents	Rank
26	96.5	1	32	45.7	25
20	94 7	2	4	45.6	26
27	89.5	3	46	43.9	27
25	84.1	4	44	43.8	28.5
29	80.7	5	45	43.8	28.5
28	77.2	6	3	42.2	30
30	73.6	7	37	36.9	31
23	71.9	8	41	36.8	32
6	70.2	9.5	36	35.1	33
24	70.2	9.5	8	33.4	34
21	68.4	11	38	33.3	35
47	66.6	12	5	31.6	36
1	63.2	13.5	9	28.1	37.5
33	63.2	13.5	35	28.1	37.5
7	63.1	15	42	28.1	37.5
34	61.4	16	10	26.3	40.5
19	59.7	17	16	26.3	40.5
22	59.6	18.5	15	24.6	42.5
48	59.6	18.5	39	24.6	42.5
2	56.2	20.5	11	19.3	44
31	56.2	20.5	12	15.8	45.5
43	54.4	22	14	15.8	45.5
18	52.6	23	13	3.5	47.5
40	47.4	24	17	3.5	47.5

TABLE 4-10

PHASE II

FREQUENCY DISTRIBUTION: SUPERINTENDENTS WHO

PERFORM OR COORDINATE TASKS: IMPORTANT TASKS

Task Number	Percent	Rank Order	Task Number	Percent	Rank Order
1	63.2	13	27	89.5	3
2	56.2	20.5	28	77.2	6
3	42.2	30	29	80.7	5
6	70.2	9.5	30	73.6	7
11	19.3	44	31	56.2	20.5
18	52.6	23	32	45.7	25
20	94.7	2	35	38.1	38
22	59.6	18.5	36	35.1	33
23	71.9	8	37	36.9	31
24	70.2	9.5	39	24.6	43
25	84.1	4	47	66.6	12
26	96.5	1	48	59.6	18.5

TABLE 4-11

PHASE II

RANK OF TASKS BY PERCENTAGE OF SUPERINTENDENTS

WHO PERFORM TASKS (FOR 57 SUPERINTENDENTS)

Task Number	Percentage of Superintendents	Rank
20	57.9	1
27	45.6	2
26	43.9	3
24	42.1	4
21	38.6	5
23	35.1	6
25	33.3	7
28	31.6	8.5
29	31.6	8.5
40	28.1	10
7	26.3	11
33	19.3	12
30	17.5	13
47	14.0	14
9	12.3	15.5
34	12.3	15.5
31	8.8	17.5
46	8.8	17.5
6	7.0	19.5
22	7.0	19.5
44	7.0	19.5
45	7.0	19.5
48	7.0	19.5
1	5.3	24.5
2	5.3	24.5
19	5.3	24.5
37	5.3	24.5
43	5.3	24.5
4	3.5	29.5
11	3.5	29.5
18	3.5	29.5
35	3.5	29.5
38	3.5	29.5
41	3.5	29.5
3	1.8	35.5
5	1.8	35.5
8	1.8	35.5
12	1.8	35.5
14	1.8	35.5
15	1.8	35.5
32	1.8	35.5
36	1.8	35.5
39	1.8	35.5
42	1.8	35.5
10	0.0	45.5
13	0.0	45.5
16	0.0	45.5
17	0.0	45.5

TABLE 4-12

PHASE II

FREQUENCY DISTRIBUTION: SUPERINTENDENTS' INVOLVEMENT IN ACCOMPLISHMENT OF TASKS

Task Number	Perform or Coordinate Percent	Direct or Delegate Percent	Task Number	Perform or Coordinate Percent	Direct or Delegate Percent
1	63.2	36.9	27	89.5	7.0
2	56.2	43.9	28	77.2	21.0
3	42.2	57.9	29	80.7	19.3
6	70.2	24.6	30	73.6	15.8
11	19.3	75.5	31	56.2	42.1
18	52.6	42.1	32	45.7	54.3
20	94.7	3.6	35	28.1	71.9
22	59.6	35.1	36	35.1	64.9
23	71.9	26.3	37	36.9	63.2
24	70.2	26.3	39	24.6	71.9
25	84.2	14.0	47	66.6	31.6
26	96.5	1.8	48	59.6	38.6

TABLE 4-13

SUMMARY OF ANALYSIS OF VARIANCE RESULTS FOR 48 TASKS---

PERCEIVED PERFORMANCE BY PHASE II SUPERINTENDENTS

Task Number	Less than 500 ADA Mean	500-1499 ADA Mean	1500 or more ADA Mean	F
Goals and Objectives				
1	2.4286	2.5217	2.5000	0.0810
2	2.7143	2.4783	2.6667	0.4353
3	2.7500	2.9130	3.5000	1.7708
4	3.0357	3.3043	3.5000	0.4371
5	3.4643	3.1304	3.1667	0.5528
Progress				
6	2.7143	2.1304	2.1667	2.8332
7	2.5357	2.6087	1.8333	0.8416
8	3.7143	3.2174	3.0000	1.3581
9	4.0357	3.9130	3.5000	0.7106
10	3.3214	3.6957	3.5000	0.7185
11	3.3571	3.6957	3.5000	0.8009
12	3.5000	3.8696	3.8333	1.0030
13	3.7143	3.7826	3.8333	0.1652
14	3.8214	3.8261	3.5000	0.2764
15	3.5000	3.5652	3.5000	0.0218
16	3.5357	3.5652	3.6667	0.0303
17	4.7143	4.7391	5.0000	0.4610
18	2.6786	3.0870	2.1667	2.3206
19	2.7143	2.3913	3.1667	1.6179
Personnel				
20	1.4286	1.6957	1.3333	0.9396
21	2.6429	2.6087	1.3333	1.6741
22	2.5357	2.7826	3.1667	0.9118
23	2.2500	2.0000	1.5000	1.3646
24	1.8929	2.1739	2.6667	1.1333
25	1.6786	2.1739	2.1667	2.1203
Finance				
26	1.6429	1.6522	1.5000	0.1166
27	1.6786	1.7826	1.6667	0.0967
28	2.1071	1.9130	1.6667	0.7049
29	1.9643	1.9130	1.8333	0.0686

TASK 4-13 (CONTINUED)

Task Number	Less than 500 ADA Mean	500-1499 ADA Mean	1500 or more ADA Mean	F
Facilities and Equipment				
30	2.2857	2.4783	2.1667	0.2529
31	2.6071	2.7826	2.1667	0.8955
32	2.8929	2.9130	2.8333	0.0167
33	2.7500	2.6957	1.8333	1.0881
34	2.3571	2.6957	2.3333	0.7433
35	3.2500	3.2174	3.1667	0.0209
36	3.1786	3.0870	3.3333	0.1645
37	2.9286	3.1304	2.6667	0.6168
38	3.2857	3.3478	3.1667	0.0572
Communications and Community Relations				
39	3.4286	3.3043	3.3333	0.1118
40	3.2857	3.6522	3.5000	0.6742
41	3.2143	3.3913	3.1667	0.1570
42	3.2857	3.7391	3.6667	0.9156
43	2.8571	2.6087	3.3333	1.0434
44	2.7143	2.8696	3.5000	1.4772
45	3.0357	2.9130	3.1667	0.1245
46	2.9643	2.8261	3.1667	0.2344
Evaluation and Research				
47	2.0357[a]	2.7826[b]	3.0000[b]	4.8599*
48	2.3214	2.8261	3.0000	2.3539

* .01 < p < .05

a, b--The same superscript indicates the means which are not significantly different at the .05 level according to Duncan's New Multiple Range Test (Steel and Torrie, 1960, p. 107).

TABLE 4-14

PHASE II

SUMMARY OF CHI-SQUARE TEST:

IMPORTANCE OF TASK VS. ACCOMPLISHMENT OF TASK

Task Number	df	Chi-square	Kendall's Tau c
Goals and Objectives			
1	6	7.23	.117
2	9	13.05	.033
3	9	9.54	.200*
4	16	46.94***	.499***
5	16	44.05***	.409***
Program			
6	12	23.57*	.184*
7	16	47.54***	.282**
8	16	52.52***	.575***
9	12	62.16***	.464***
10	12	41.98***	.368***
11	12	21.97*	.138
12	16	26.76*	.232**
13	12	60.78***	.076
14	16	36.69**	.406***
15	16	33.81**	.263**
16	12	40.13***	.476***
17	9	19.49*	.240***
18	12	30.87**	.292***
19	16	31.85*	.135
Personnel			
20	12	88.08***	.157*
21	12	40.55***	.440***
22	16	31.14*	.164*
23	12	23.87*	.315***
24	16	46.71***	.324***
25	4	8.01	.329**
Finance			
26	12	65.36***	.282**
27	12	67.25***	.309***
28	12	40.64***	.191*
29	9	8.34	-.002

TABLE 4-14 (CONTINUED)

Task Number	df	Chi-square	Kendall's Tau c
Facilities and Equipment			
30	12	35.93***	.181*
31	16	27.86*	.201*
32	9	19.81*	.293***
33	16	51.05***	.401***
34	16	48.23***	.241**
35	6	8.54	.212*
36	9	7.87	.226**
37	6	10.17	.328**
38	16	42.14***	.341***
Communications and Community Relations			
39	16	35.59**	.166*
40	12	32.90**	.447***
41	16	27.97*	.279**
42	12	34.85***	.477***
43	16	34.99**	.313***
44	12	15.96	.104
45	12	43.41***	.317**
46	16	35.28**	.240**
Evaluation			
47	8	17.96*	.221*
48	12	25.60*	.344***

*p > .05
**p > .01
***p > .001

3, 18, 25, 31, and 47, Table 4-16. A summary of these findings is presented in Tables 4-15 and 4-16.

Table 4-17 and Figures 4-1 through 4-7 show, in graphic form, the important tasks, by categories, and the superintendents' involvement in their accomplishment as perceived by the superintendents in Phase II interviews.

Tables 4-18 and 4-19 and Figures 4-8 through 4-14 show the percentage of "Yes" responses to the important tasks and the superintendents' involvement in their accomplishment as seen by the respondents in the Phase III interviews.

Figures 4-15 through 4-19 compare the perceptions of accomplishment in the two series of interviews.

Superintendent and District Variables

The next series of tests were performed to determine whether there were any differences in perceptions of the tasks which might be associated with either differences in the school districts or differences in the superintendents' professional backgrounds.

The program REGRAN from the package of programs Analysis of Behavioral Science developed by Veldman (1967) was used to compute an intercorrelation matrix of the superintendent's and school district variables with the total score of the tasks in each of the seven categories and the total score of the questionnaire. The results of these intercorrelations are shown in Tables 4-20 and 4-21 (pages 84 and 85). The coefficient of correlation required for significance at the .05 level was .174 and .228 at the .01 level.

The results indicated there was a significant relationship at the .05 level of three of the superintendent's variables with two of the categories' total scores. The superintendent's years teaching vocational education and the total score on the Communications and Community Relations category were significantly related. The superintendent's years as a superintendent and the years in an administrative position other than superintendent were each significantly related at the .05 level with the total score of the tasks in the Finance category. None of the school district's variables were significantly

TABLE 4-15

MEANS OF SUPERINTENDENT AND

REFERENT GROUP RESPONSES: ACCOMPLISHMENT

Task Number	Supt N = 57	HS Prin N = 24	Coun N = 14	Ag Tea N = 15	HE Tea N = 14	Other Tea N = 14
Goals and Objectives						
1	2.474	2.833	2.929	3.000	3.714	3.571
2	2.614	3.125	3.571	3.066	3.214	3.786
3	2.895	3.375	3.643	3.733	3.357	3.500
4	3.193	4.417	4.643	4.533	5.000	4.857
5	3.298	4.250	4.571	4.867	4.143	4.643
Program						
6	2.421	2.625	3.214	2.267	2.571	2.786
7	2.491	3.792	4.000	4.667	4.143	4.000
8	3.439	3.792	4.214	4.333	3.857	3.571
9	3.930	4.000	4.643	4.467	4.429	3.929
10	3.491	3.708	4.286	4.067	4.143	4.357
11	3.509	3.500	4.071	3.200	3.643	3.929
12	3.684	4.000	4.429	3.800	4.429	4.143
13	3.754	3.667	3.857	3.667	3.929	3.786
14	3.789	4.500	4.714	3.933	4.143	4.500
15	3.526	4.292	4.500	3.800	4.643	4.929
16	3.561	4.375	4.143	4.133	4.500	4.643
17	4.754	4.917	4.786	4.933	4.929	5.214
18	2.789	3.292	3.500	3.600	3.643	3.500
19	2.632	3.208	3.786	3.067	3.643	3.500
Personnel						
20	1.526	2.500	4.357	3.200	4.571	2.929
21	2.491	3.208	4.786	3.533	4.429	4.000
22	2.702	3.375	4.714	3.867	4.429	4.500
23	2.071	2.500	2.714	2.200	3.571	2.714
24	2.088	2.708	3.929	2.533	3.571	3.857
25	1.930	2.583	2.857	2.400	2.571	2.571
Finance						
26	1.632	2.500	2.500	2.600	2.714	2.714
27	1.719	2.125	2.857	2.133	1.929	2.786
28	1.982	2.458	2.714	2.533	2.714	2.429
29	1.930	2.542	3.500	2.333	3.000	3.143

TABLE 4-15 (CONTINUED)

Task Number	Supt N = 57	HS Prin N = 24	Coun N = 14	Ag Tea N = 15	HE Tea N = 14	Other Tea N = 14
Facilities and Equipment						
30	2.351	2.917	3.286	2.800	2.643	3.929
31	2.632	3.083	3.571	3.733	3.643	3.143
32	2.895	2.708	3.571	3.333	3.429	2.929
33	2.632	3.208	3.500	3.067	3.000	3.214
34	2.491	3.125	3.643	3.733	3.214	2.643
35	3.228	3.208	4.143	3.467	3.786	3.857
36	3.158	3.208	3.571	3.267	3.286	3.500
37	2.982	3.042	3.929	3.133	3.643	3.500
38	3.298	3.417	4.357	3.200	3.500	4.357
Communications and Community Relations						
39	3.368	3.667	3.857	3.800	4.143	3.786
40	3.456	3.792	4.214	4.733	4.500	4.071
41	3.281	3.917	4.571	3.933	4.286	4.500
42	3.509	3.958	5.071	4.333	4.714	4.357
43	2.807	4.292	4.786	4.000	4.214	4.071
44	2.860	4.250	4.357	3.467	4.000	3.857
45	3.000	4.292	4.500	3.933	5.000	4.429
46	2.930	4.000	4.143	3.800	4.000	4.643
Evaluation						
47	2.439	2.958	3.286	2.933	3.929	3.429
48	2.596	3.708	3.714	3.133	3.929	3.929

TABLE 4-16

SUMMARY OF ANALYSIS OF VARIANCE FOR PHASE II SUPERINTENDENTS AND PHASE III REFERENT GROUPS:

TASK ACCOMPLISHMENT

Task Number	Phase II	Phase III Referent Groups					
	Superintendent Mean N=57	HS Principal Mean N=24	Counselor Mean N=14	Ag Teachers Mean N=15	HE Teachers Mean N=14	Other Teachers Mean N=14	F
1	2.474[a]	2.833[a]	2.929[a]	3.000[a]	3.714[b]	3.571[b]	5.361***
2D	2.614[a]	3.125[b]	3.571[b]	3.066[b]	3.214[b]	3.786[b]	3.005*
3D	2.895[a]	3.375[b]	3.643[b]	3.733[b]	3.357[b]	3.500[b]	3.041*
6	2.421	2.625	3.214	2.267	2.571	2.786	1.631ns
11	3.509	3.500	4.071	3.200	3.643	3.929	1.736ns
18D	2.789[a]	3.292[b]	3.500[b]	3.600[b]	3.643[b]	3.500[b]	2.915*
20D	1.526[a]	2.500[b]	4.357[c]	3.200[b]	4.571[c]	2.929[b]	16.534***
22D	2.702[a]	3.375[a]	4.714[bc]	3.867[c]	4.429[bc]	4.500[b]	12.454***
23a	2.071[a]	2.500[a]	2.714[a]	2.200[a]	3.571[b]	2.714[a]	3.360**
24	2.088[a]	2.708[a]	3.929[b]	2.533[a]	3.571[b]	3.857[b]	7.252***
25D	1.930[a]	2.583[b]	2.857[b]	2.400[b]	2.571[b]	2.571[b]	7.539***
26D	1.632[a]	2.500[b]	2.500[b]	2.600[b]	2.714[b]	2.714[b]	3.868**
27	1.719[a]	2.125[a]	2.857[b]	2.133[a]	1.929[a]	2.786[b]	4.180**
28	1.982	2.458	2.714	2.533	2.714	2.429	1.574ns
29	1.930[a]	2.542[a]	3.500[b]	2.333[a]	3.000[b]	3.143[b]	5.587***
30	2.351[a]	2.917[ab]	3.286[b]	2.800[ab]	2.643[ab]	3.939[c]	4.138**
31D	2.632[a]	3.083[b]	3.571[b]	3.733[b]	3.643[b]	3.143[b]	3.357**
32a	2.895[b]	2.708[a]	3.571[b]	3.333[b]	3.429[b]	2.929[b]	2.356*
35	3.228[a]	3.208[a]	4.143[b]	3.467[a]	3.786[a]	3.857[a]	3.636**
36	3.158	3.208	3.571	3.267	3.286	3.500	0.689ns
37	2.982[a]	3.042[ab]	3.929[c]	3.133[ab]	3.643[b]	3.500[ab]	3.101*
39	3.368[a]	3.667[ab]	3.857[ab]	3.800[ab]	4.143[b]	3.786[ab]	2.975*
47D	2.439[a]	2.958[b]	3.286[b]	2.933[b]	3.929[c]	3.429[b]	5.029***
48D	2.596[a]	3.708[b]	3.714[b]	3.133[a]	3.929[b]	3.929[b]	6.553***

*.01 < p < .05
**.001 < p < .01
***p < .001

Note—The means with the same superscript are not significantly different at the .05 level according to Duncan's New Multiple Range Test (Steel and Torrie, 1960, p. 107).

TABLE 4-17

PHASE II - SUPERINTENDENT'S TASK ACCOMPLISHMENT

AS PERCEIVED BY SUPERINTENDENTS

Task Number	Perform		Coordinate		Direct		Delegate	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
1 (N = 56)	3	5.36	32	57.14	12	21.43	9	16.07
2 (N = 44)	2	4.55	26	59.09	9	20.45	7	15.91
3 (N = 48)	1	2.08	22	45.83	12	25.00	13	27.08
6 (N = 45)	3	6.67	33	73.33	8	17.78	1	2.22
11 (N = 48)	2	4.17	9	18.75	6	12.5	31	64.58
18 (N = 44)	2	4.55	25	56.82	7	15.91	10	22.73
20 (N = 54)	32	59.26	21	38.89	1	1.85	0	0.0
22 (N = 41)	3	7.32	24	58.54	3	7.32	11	26.83
23 (N = 47)	19	40.43	20	42.55	5	10.64	3	6.38
24 (N = 44)	21	47.73	14	31.82	5	11.36	4	9.09
25 (N = 56)	19	33.93	29	51.79	4	7.14	4	7.14
26 (N = 52)	25	48.08	26	50.00	1	1.92	0	0.0
27 (N = 50)	25	50.00	22	44.00	3	6.00	0	0.0
28 (N = 51)	18	35.29	25	49.02	7	13.73	1	1.96
29 (N = 55)	16	29.09	28	50.91	8	14.55	3	5.45
30 (N = 39)	5	12.82	30	76.92	4	10.26	0	0.0
31 (N = 43)	3	6.98	26	60.47	6	13.95	7	16.28
32 (N = 56)	1	1.79	24	42.86	9	16.07	22	39.29
35 (N = 52)	2	3.85	13	25.00	10	19.23	27	51.92
36 (N = 45)	1	2.22	17	37.78	6	13.33	20	44.44
37 (N = 55)	3	5.45	18	32.73	13	23.64	21	38.18
39 (N = 40)	1	2.50	12	30.00	7	17.50	20	50.00
47 (N = 52)	8	15.38	29	55.77	5	9.62	10	19.23
48 (N = 41)	2	4.88	29	70.73	4	9.76	6	14.63

Figure 4-1

I - GOALS AND OBJECTIVES

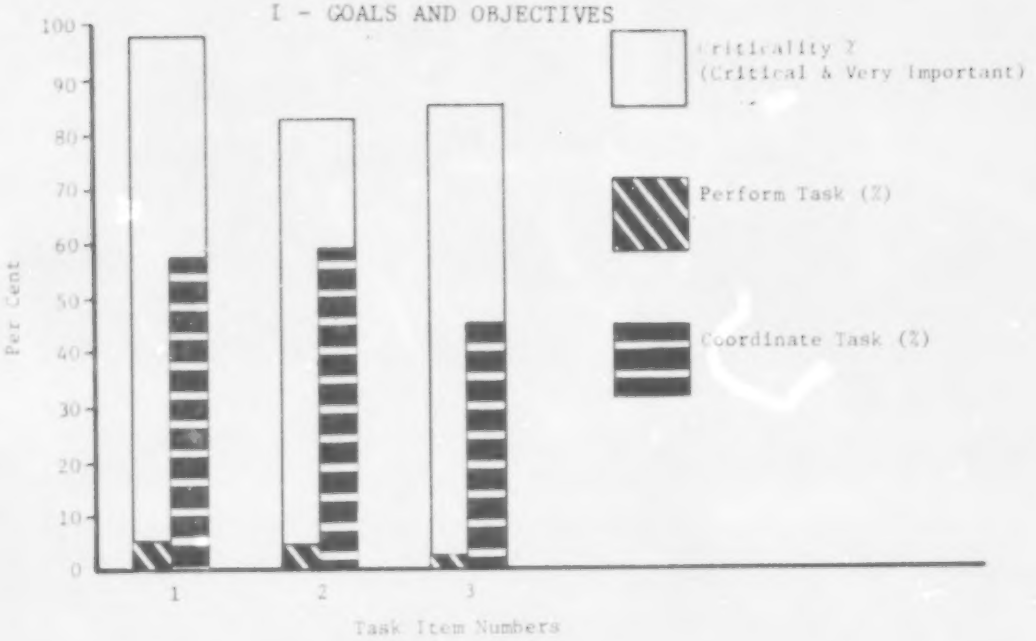


Figure 4-2

II - PROGRAMS

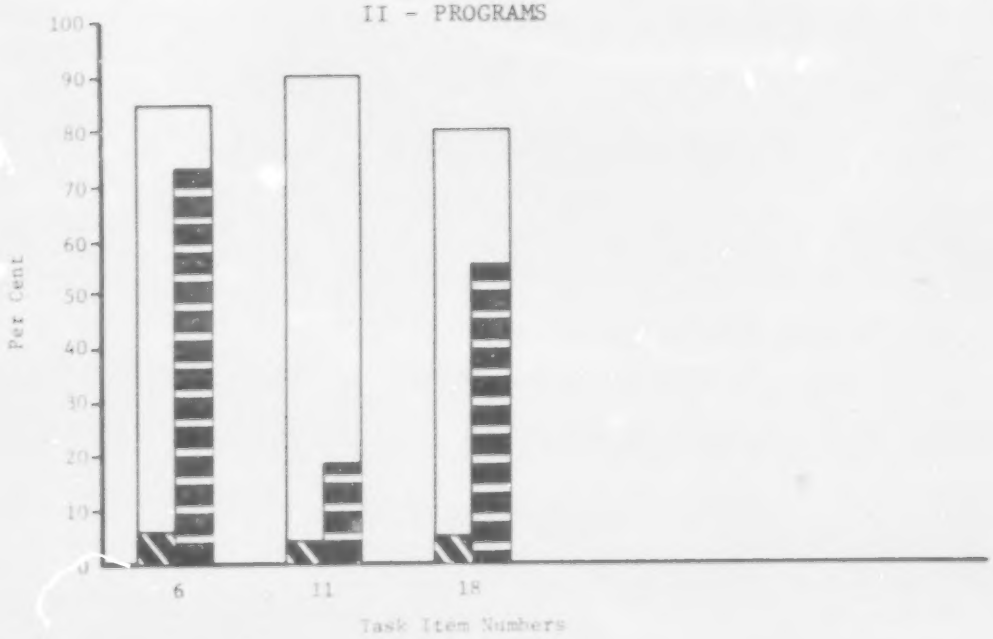


Figure 4-3

III - PERSONNEL

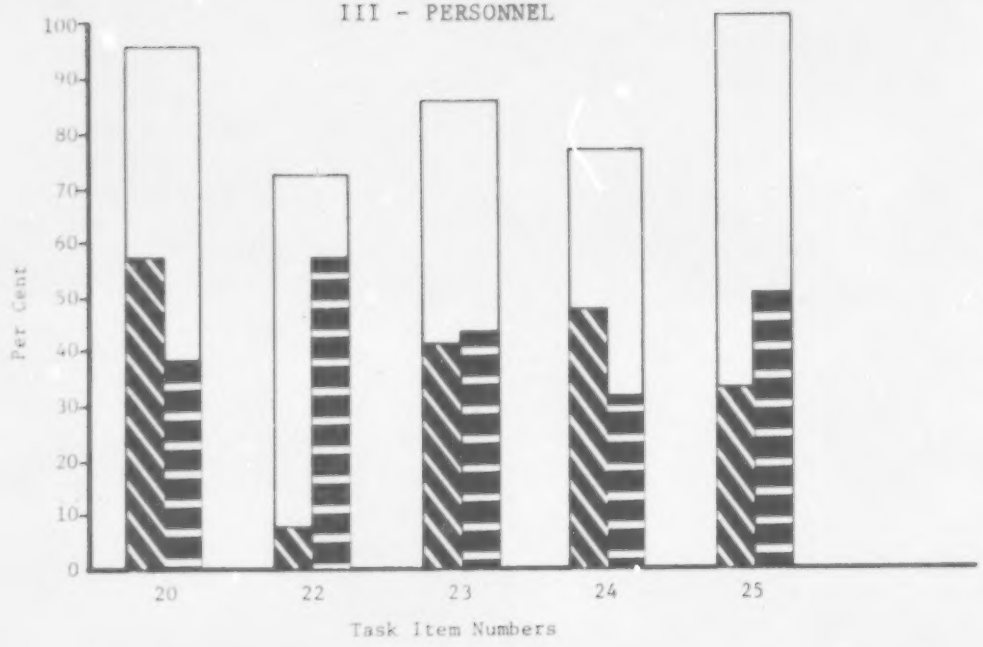
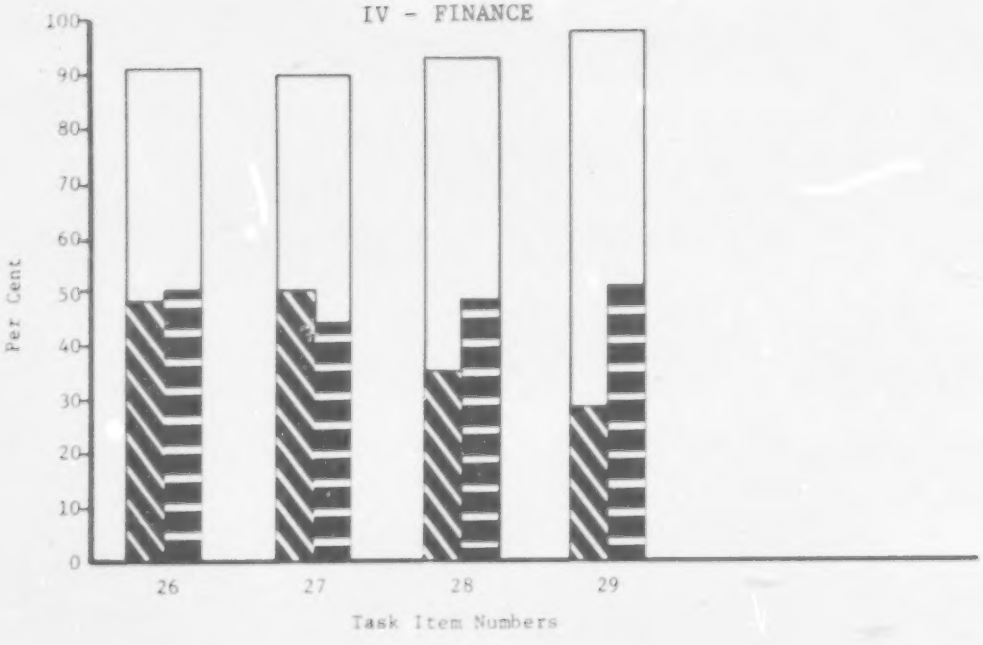


Figure 4-4

IV - FINANCE



92

Figure 4-5

V - FACILITIES AND EQUIPMENT

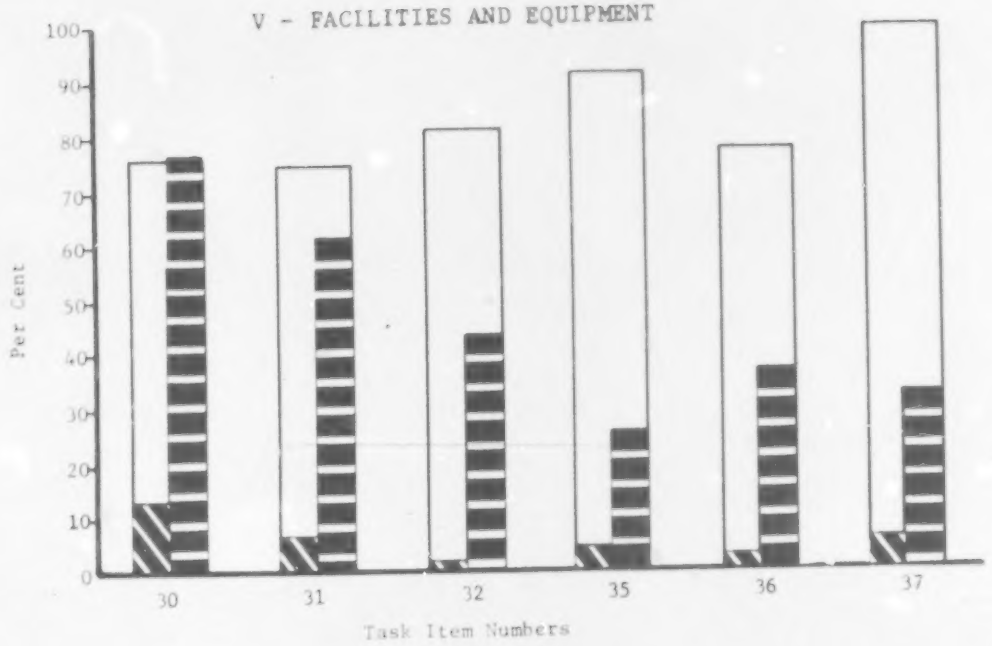


Figure 4-6

VI - COMMUNICATIONS AND COMMUNITY RELATIONS

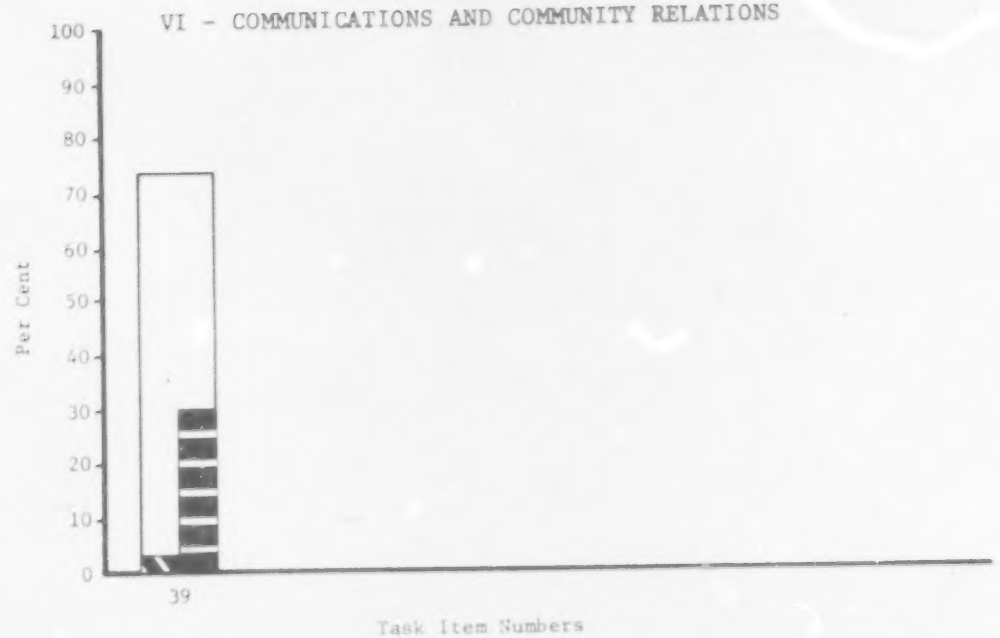


Figure 4-7

VII - EVALUATION

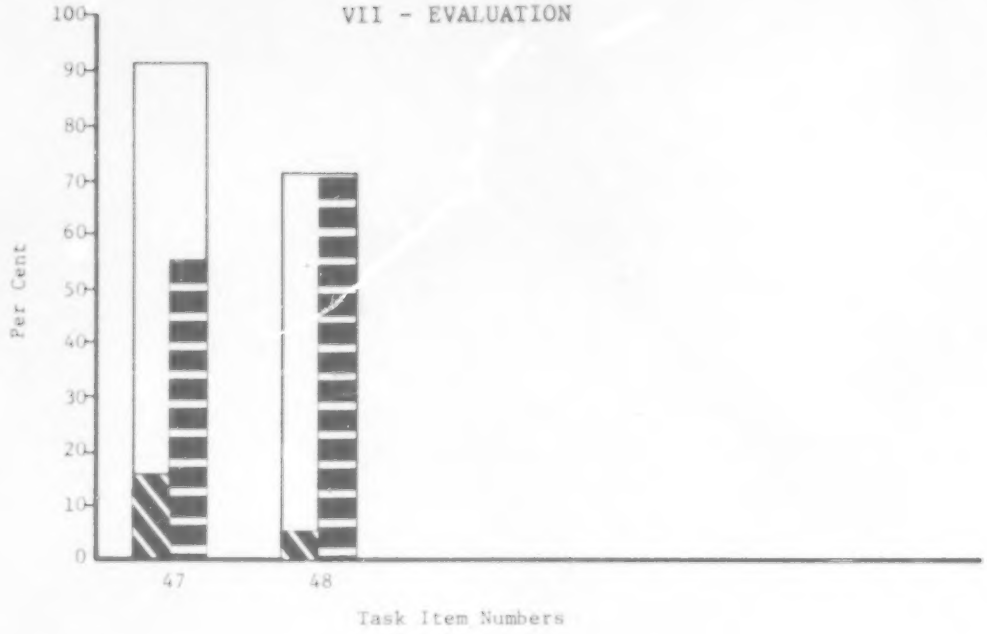


TABLE 4-18

PHASE III - SUPERINTENDENT'S TASK ACCOMPLISHMENT

AS PERCEIVED BY SUPERINTENDENTS, HIGH-SCHOOL PRINCIPALS, COUNSELORS, VOCATIONAL TEACHERS

Task Number	Perform		Coordinate		Direct		Delegate	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
1 (N = 94)	0	0.0	42	44.68	21	22 34	31	32.98
2 (N = 86)	6	6.98	37	43.02	22	25.53	21	24.42
3 (N = 92)	3	3.26	17	18.48	29	31.52	43	46.74
6 (N = 99)	13	13.13	46	46.46	24	24.24	16	16.16
11 (N = 96)	0	0.0	18	18.75	12	12.50	66	68.75
18 (N = 83)	2	2.41	22	26.51	21	25.30	38	45.78
20 (N = 63)	19	30.16	31	49.21	8	8.63	5	7.94
22 (N = 52)	1	1.92	23	44.23	10	19.23	18	34.62
23 (N = 90)	26	28.89	38	42.22	9	10.0	17	18.89
24 (N = 77)	20	25.97	24	31.17	16	20.78	17	22.08
25 (N = 97)	14	14.43	38	39.18	23	23.71	22	22.68
26 (N = 93)	30	32.26	36	38.71	16	17.20	11	11.83
27 (N = 99)	30	30.30	41	41.41	21	21.21	7	7.07
28 (N = 93)	24	25.81	47	50.54	15	16.13	7	7.53
29 (N = 95)	17	17.89	33	34.74	28	29.48	17	17.89
30 (N = 82)	8	9.76	42	51.22	24	29.27	8	9.76
31 (N = 76)	5	6.58	30	39.47	21	27.63	20	26.32
32 (N = 96)	2	2.08	28	29.17	33	34.38	33	34.38
35 (N = 101)	1	.99	12	11.88	20	19.80	68	67.33
36 (N = 102)	2	1.96	14	13.73	32	31.37	54	52.94
37 (N = 100)	2	2.00	20	20.00	24	24.00	54	54.00
39 (N = 98)	1	1.02	8	8.16	10	10.20	79	80.61
47 (N = 94)	7	7.45	25	26.60	22	23.40	40	42.55
48 (N = 73)	2	2.74	22	30.14	14	19.18	35	47.95

TABLE 4-19

A COMPARISON OF PERFORM AND COORDINATE PERCENTAGE

BETWEEN 57 SUPERINTENDENTS OF PHASE II

AND 105 RESPONDENTS OF PHASE III

Rank	57 Superintendents		105 Respondents	
	Task	Percent	Task	Percent
1	26	96.5	20	79.4
2	20	94.7	28	76.4
3	27	89.5	27	71.7
4	25	84.1	23	71.1
5	29	80.7	26	71.0
6	28	77.2	30	61.0
7	30	77.2	6	59.6
8	23	71.9	24	57.1
9	6	70.2	25	53.6
10	24	70.2	29	52.6
11	47	66.6	2	50.0
12	1	63.2	22	46.2
13	22	59.6	31	46.1
14	48	59.6	1	44.7
15	2	56.2	47	34.1
16	31	56.2	48	32.9
17	18	52.6	32	31.3
18	32	45.7	18	28.9
19	3	42.2	37	22.0
20	37	36.9	3	21.7
21	36	35.1	11	18.8
22	35	28.1	36	15.7
23	39	24.6	35	12.9
24	11	19.3	39	9.2

Figure 4-8

I - GOALS AND OBJECTIVES

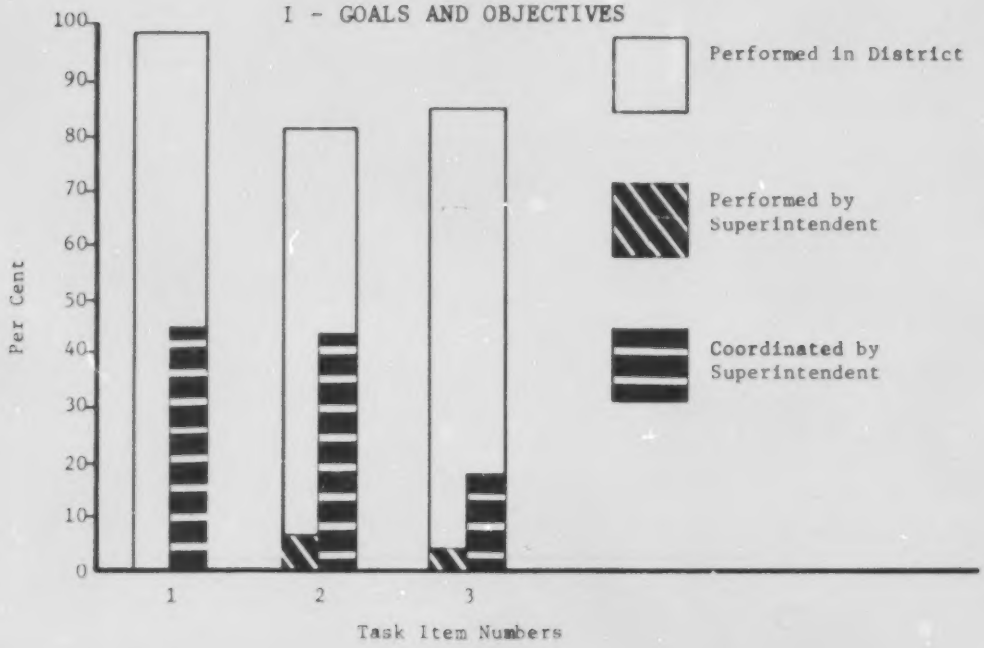


Figure 4-9

II - PROGRAMS

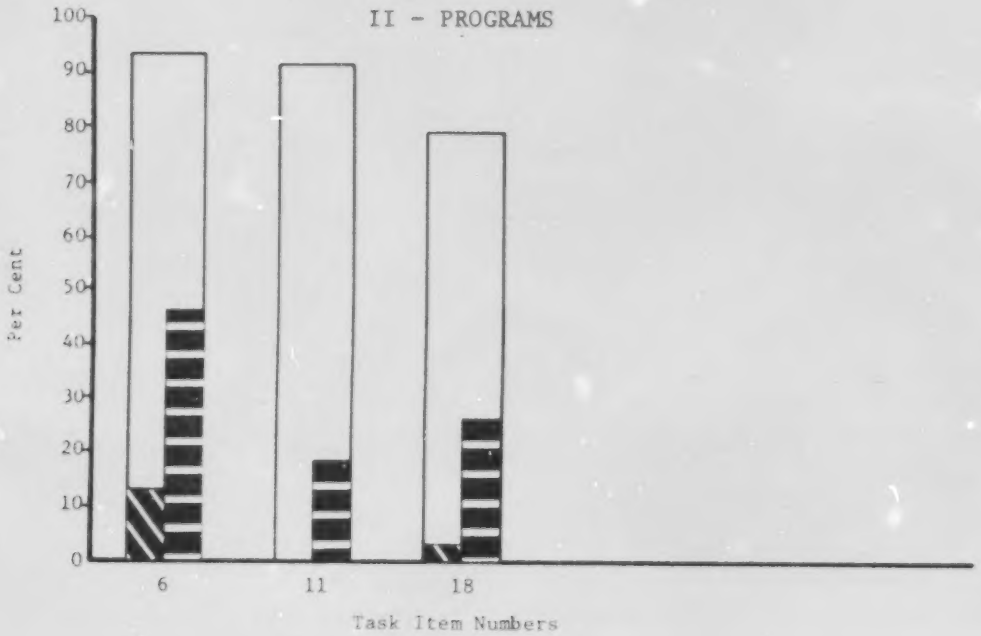


Figure 4-10

III - PERSONNEL

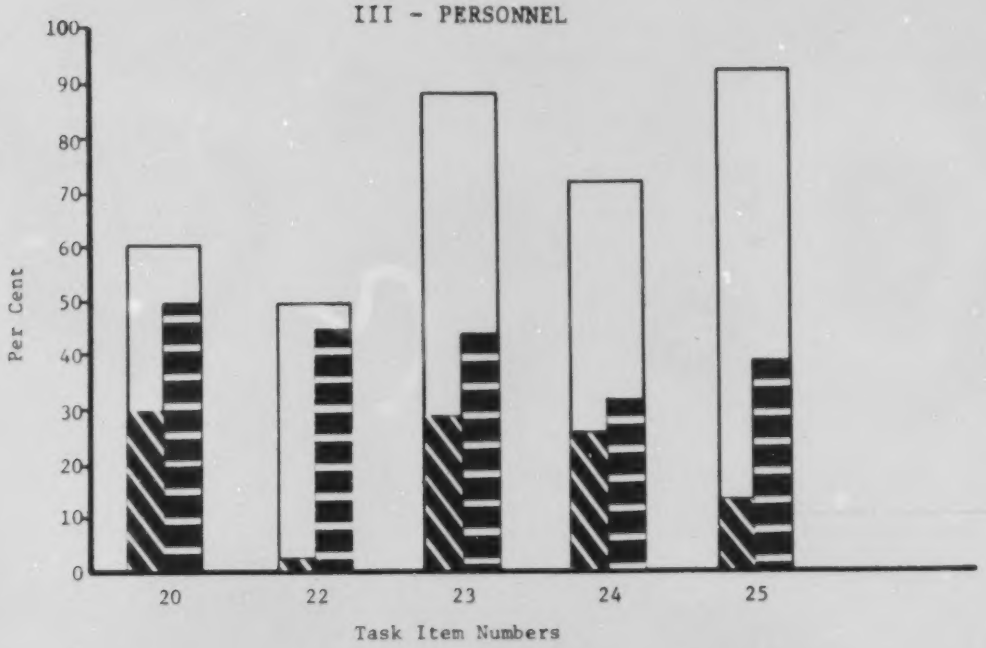


Figure 4-11

IV - FINANCE

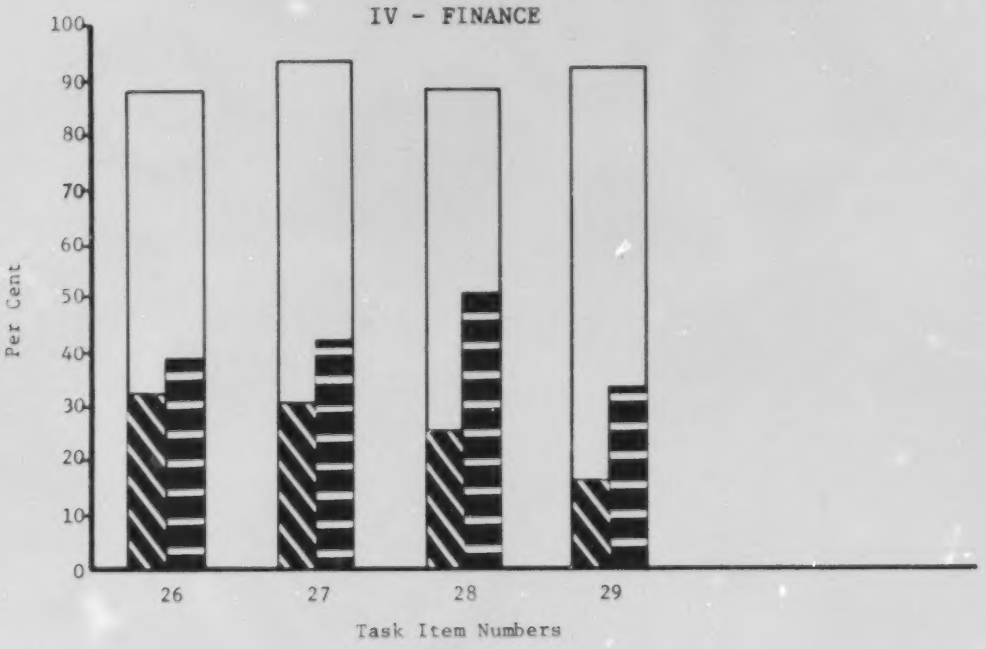


Figure 4-12

V - FACILITIES AND EQUIPMENT

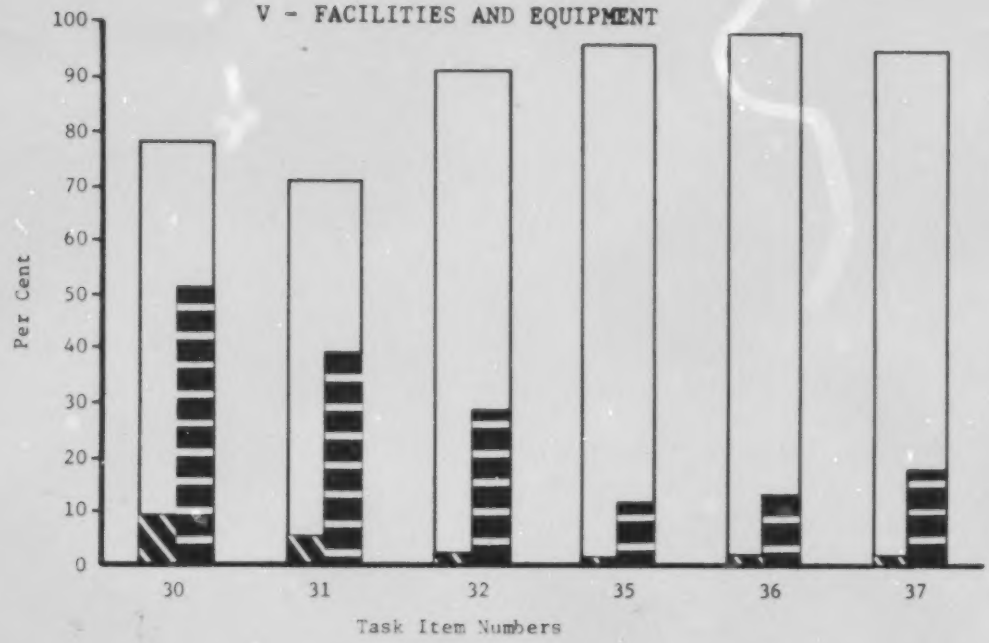


Figure 4-13

VI - COMMUNICATIONS AND COMMUNITY RELATIONS

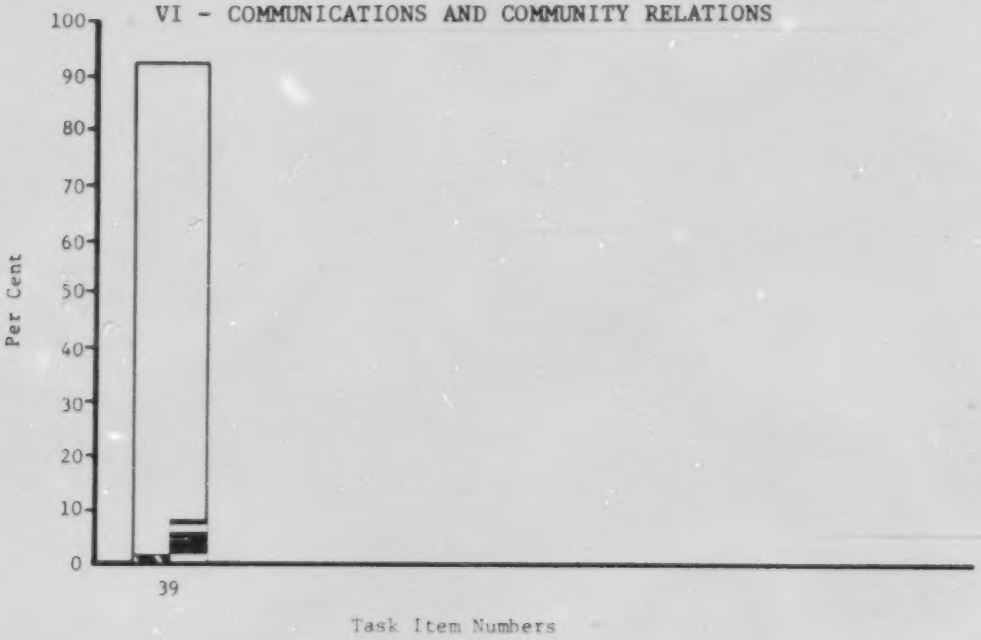


Figure 4-14

VII - EVALUATION

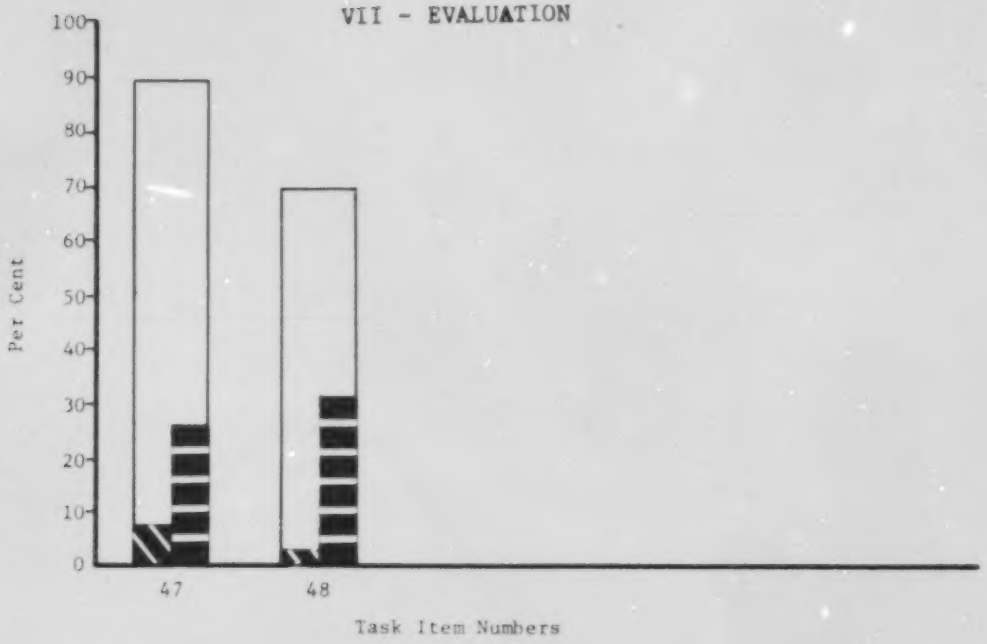


Figure 4-15

A comparison of Phase II and Phase III responses: Percent of those who say superintendent Performs the task. All "Not Applicable" and "No Knowledge" responses have been deleted.

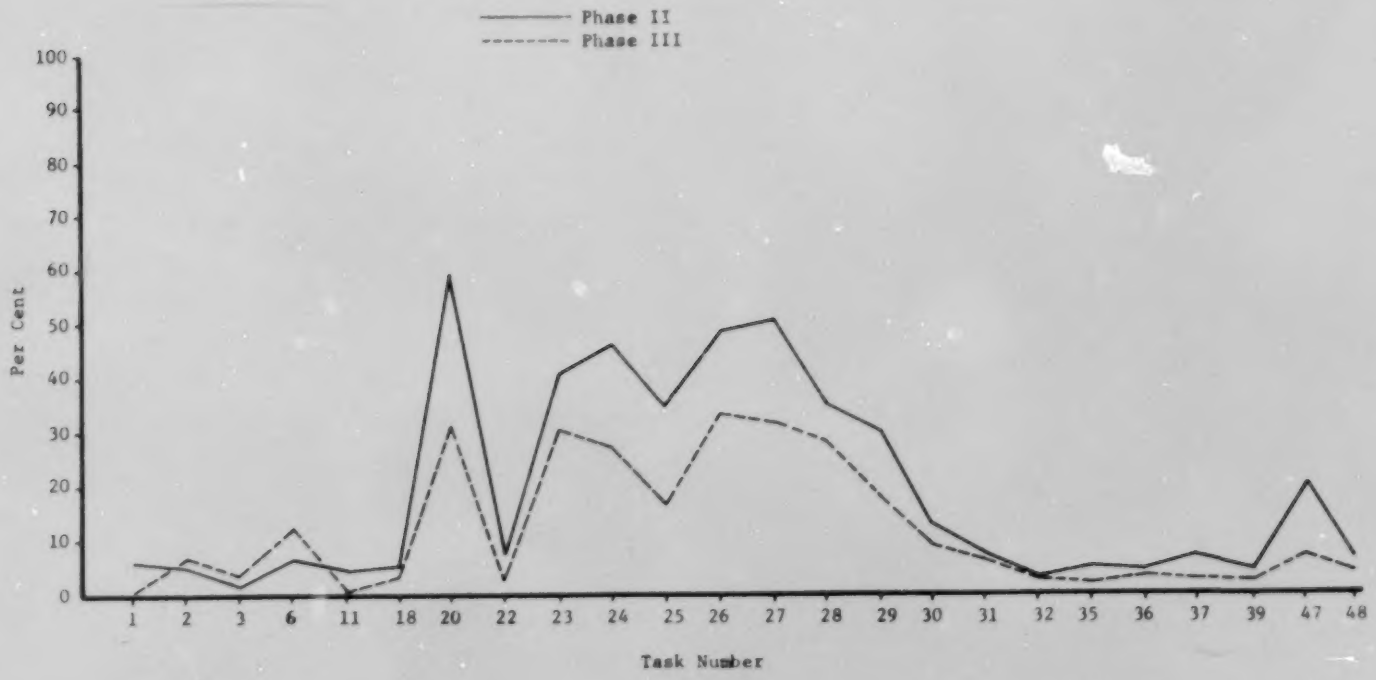


Figure 4-16

A comparison of Phase II and Phase III responses: Percent of those who say superintendent Coordinates the task. All "Not Applicable" and "No Knowledge" responses have been deleted.

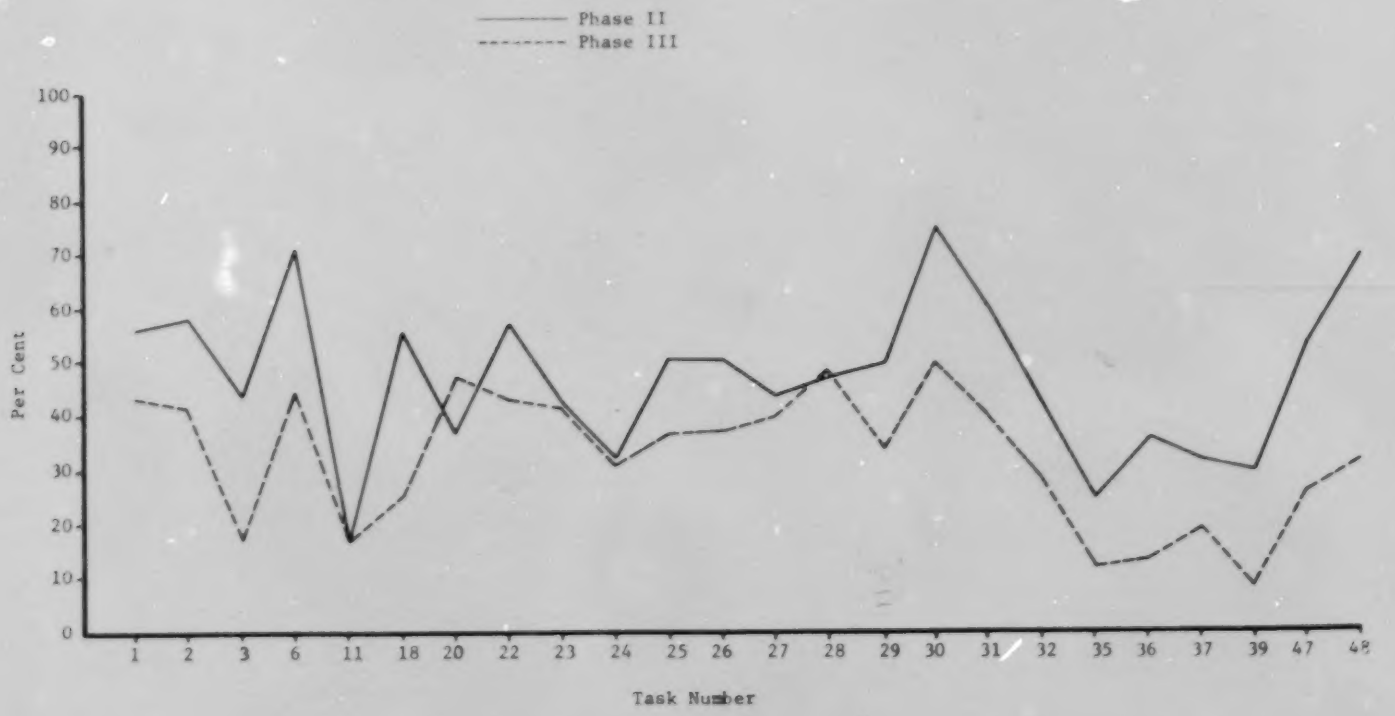


Figure 4-17

A comparison of Phase II and Phase III responses: Percent of those who say superintendent Directs the task. All "Not Applicable" and "No knowledge" responses have been deleted.

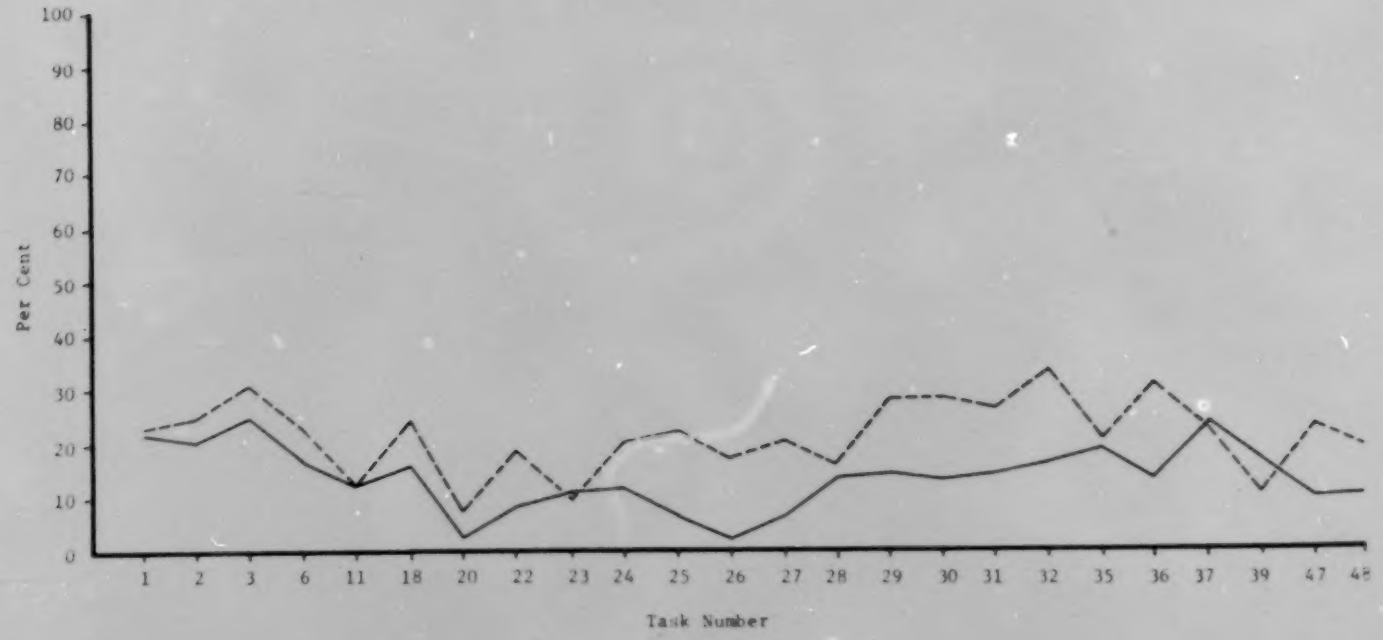


Figure 4-18

A comparison of Phase II and Phase III responses: Percent of those who say superintendent Delegates the task. All "Not Applicable" and "No Knowledge" responses have been deleted.

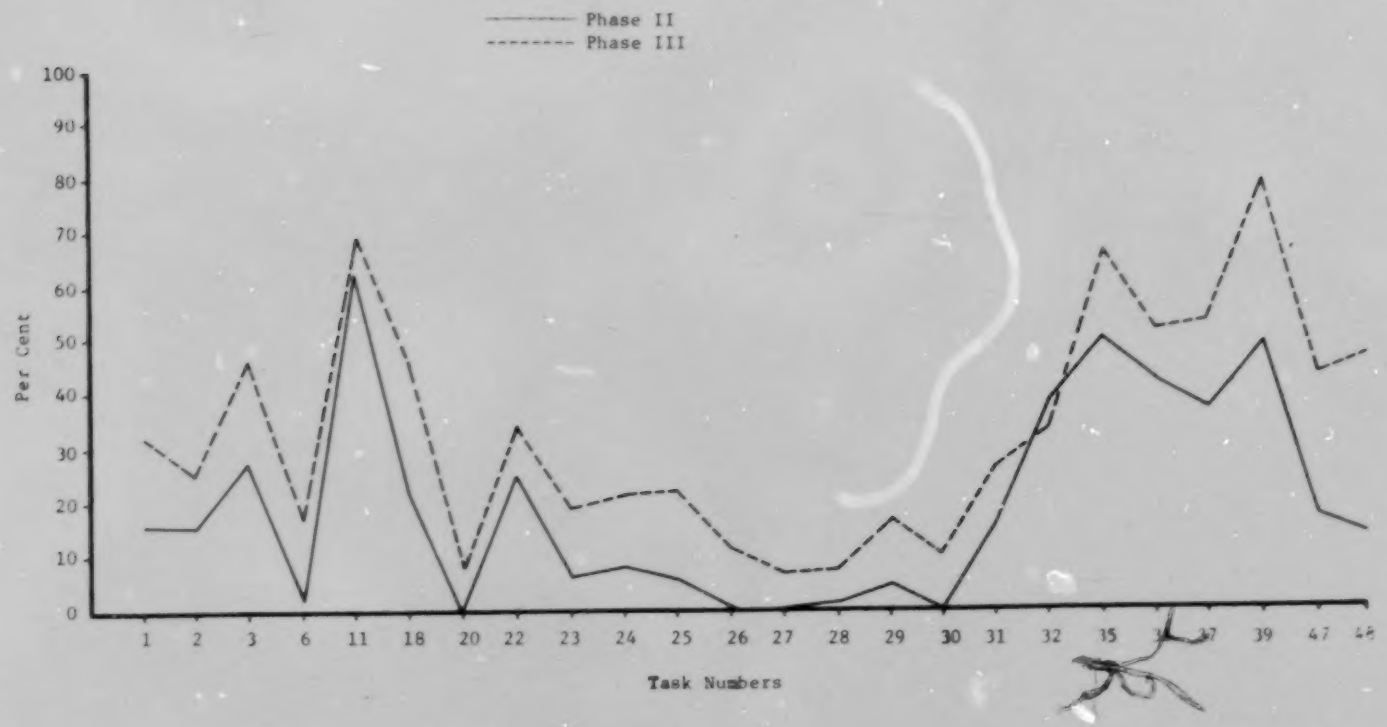


Figure 4-19

A comparison of Phase II and Phase III responses showing the Perform and Coordinate responses combined. All "Not Applicable" and "No Knowledge" responses have been deleted.

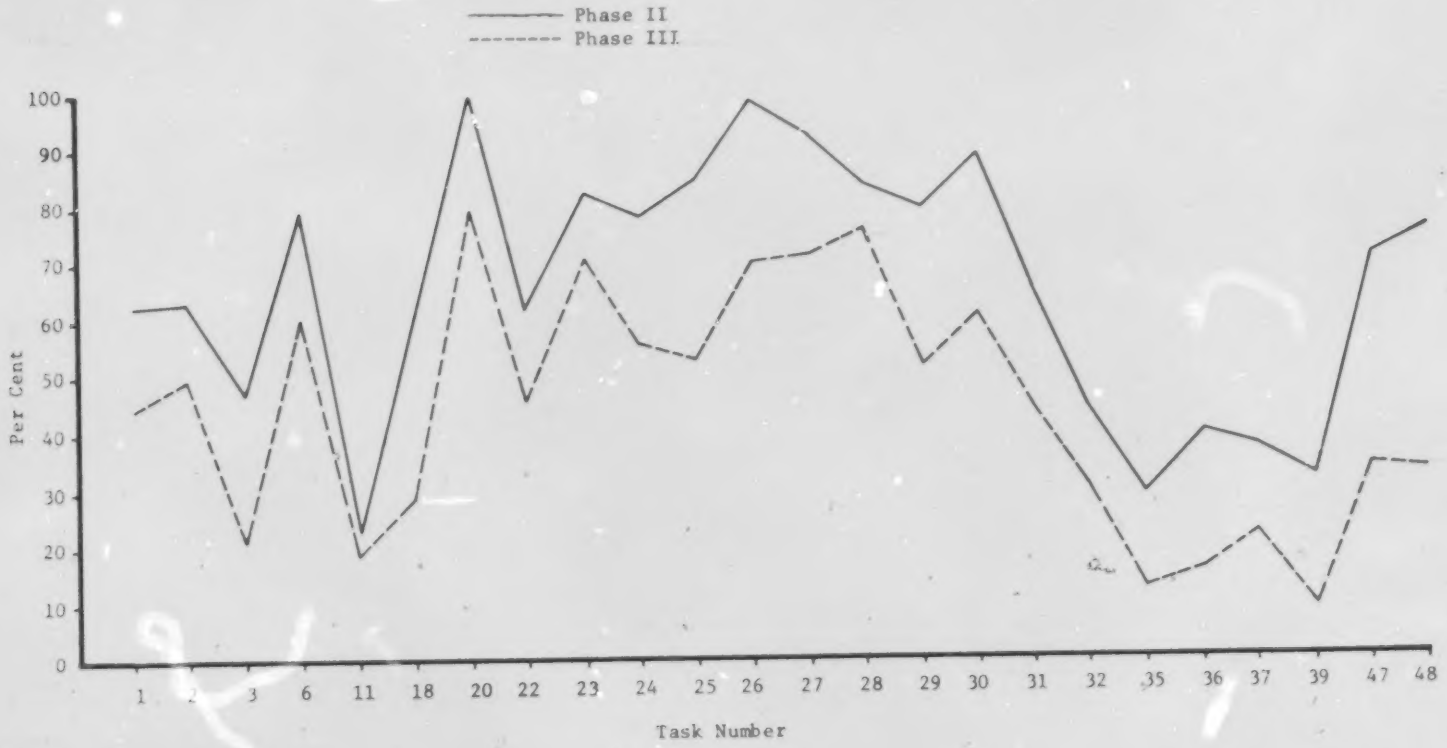


TABLE 4-20

INTERCORRELATION OF SUPERINTENDENT'S VARIABLES WITH EACH CATEGORY SUBSCORE AND TOTAL SCORE OF THE QUESTIONNAIRE

Variables	13 Goals and Objectives	14 Program	15 Personnel	16 Finance	17 Facilities and Equipment	18 Communications and Community Relations	19 Evaluation	20 All Tasks
1. Total Enrollment	-.0047	.0038	-.0114	.0245	.1199	-.0819	.1274	.0240
2. Number of Vocational Students	-.0404	-.0352	-.0438	-.0470	.1444	-.0639	.1620	.0008
3. Total Budget	-.0105	-.0302	.0087	.0365	.1067	-.0930	.1415	.0153
4. Vocational Budget	-.0512	-.0510	-.0284	-.0409	.1525	-.0661	.1724	.0019
5. Number of Students	-.0143	-.0556	.0012	-.0132	.0954	-.0663	.1647	.0029
6. Number of Vocational Units	-.0735	-.0491	-.0517	-.0426	.1247	-.0996	.1362	-.0257

TABLE 4-21

INTERCORRELATION OF SUPERINTENDENT'S VARIABLES WITH EACH CATEGORY SUBSCORE AND TOTAL SCORE OF THE QUESTIONNAIRE

Variables	13 Goals and Objectives	14 Program	15 Personnel	16 Finance	17 Facilities and Equipment	18 Communications and Community Relations	19 Evaluation	20 All Tasks
7. Years in Public Schools	-.1060	-.1439	-.0942	-.1608	.0605	-.1081	.0442	-.1154
8. Years in Present Position	-.0358	-.0815	-.0268	-.1578	.1254	-.0568	-.0590	-.0382
9. Years as a Teacher	-.0754	-.0523	-.0780	-.1277	.0966	-.0246	-.0103	-.0497
10. Years Teaching Vocational Education	.0289	-.0500	-.0213	-.1255	-.0897	-.1984*	-.0967	-.1154
11. Years in Administration (other than Superintendency)	-.0345	-.1228	-.0827	-.2115*	.0336	-.1370	.0285	-.1186
12. Years as a Superintendent	-.0926	-.0930	-.0709	-.2263*	.0825	-.0496	.0694	-.0810

*$p < .05$

related with the total score of the tasks in the questionnaire categories.

The six school district variables, as a composite variable, were then correlated with the individual total score of each of the seven categories and with the total score of the questionnaire. The six superintendent's variables, as a composite variable, were also correlated with the total score of each of the seven categories and the total score of the questionnaire. These results are also shown in Table 4-22 (page 87).

The results indicated that the superintendent's variables as a composite variable, were significantly related at the .05 level with the total score of the tasks in the Finance category.

Summary of Results

Important Tasks

The first objective of this research was to determine which tasks in the administration of vocational education are considered most important by superintendents in the field.

After examination of the frequencies of responses to the tasks, it was determined that a response of Critical or Very Important by 70% or more of those interviewed would be criterion for the inclusion of a task. Twenty-four tasks were identified in this manner.

Task Accomplishment

The 57 superintendents agreed on the method of task accomplishment on 15 of the 24 important tasks. Agreement was strongest on category tasks concerning Personnel, numbers 20-25; Finance, numbers 26-28, and Evaluation, numbers 47 and 48.

Task Performance

The Second series of interviews with superintendents, high school principals, counselors and vocational teachers (n = 105) in 24

TABLE 4-22

MULTIPLE CORRELATION SUMMARY OF THE SCHOOL DISTRICT'S AND SUPERINTENDENT'S VARIABLES WITH THE TOTAL SCORES OF THE TASKS OF EACH OF THE SEVEN CATEGORIES AND THE TOTAL SCORE OF THE QUESTIONNAIRE

Variables	Correlated with Variable	R	F	P - value
1 - 6	13	.2488	1.078	.3810
7 - 12	13	.2060	.724	.6334
1 - 12	13	.3421	1.016	.4414
1 - 6	14	.1609	.434	.8550
7 - 12	14	.2156	.797	.5763
1 - 12	14	.3268	.917	.5340
1 - 6	15	.1945	.642	.6983
7 - 12	15	.1546	.400	.8776
1 - 12	15	.2194	.388	.9647
1 - 6	16	.2712	1.297	.2651
7 - 12	16	.3564	2.377*	.0343
1 - 12	16	.3920	1.392	.1837
1 - 6	17	.2559	1.145	.3422
7 - 12	17	.2032	.703	.6496
1 - 12	17	.3075	.801	.6496
1 - 6	18	.1961	.653	.6896
7 - 12	18	.2709	1.294	.2664
1 - 12	18	.3446	1.033	.4261
1 - 6	19	.2476	1.067	.3881
7 - 12	19	.1689	1.067	.3881
1 - 12	19	.3303	.480	.8231
1 - 6	20	.2340	.939	.5125
7 - 12	20	.2139	.947	.5333
1 - 12	20	.3340	.783	.5865

*$p < .05$

Note--R is the multiple correlation coefficient; the F ratio was computed as described in Veldman (1967, p. 297).

districts did not include information on how important the tasks were perceived to be. Instead questions were aimed at discovering whether the tasks seen as the most important by the first 57 superintendents are indeed the ones that are performed.

For the most part the results supported the findings of Phase II. Only tasks 20 and 22 were significantly different: 60% and 49.5& of the respondents respectively said that these tasks are performed in their districts.

Method of Accomplishment

The 105 members of the referent groups agreed with the superintendents' perceived method of task accomplishment on 6 of 24 tasks. Agreement was strongest on category tasks about Program, numbers 6 and 11, and Facilities and Equipment, numbers 32 and 36.

Referent group members disagreed with the superintendents' perceived mode of task accomplishment on 9 of the 24 important tasks. The categories of substantial disagreement were in the areas of Goals and Objectives, numbers 2 and 3; Program, number 8; Personnel, numbers 20, 22, 25; Facilities and Equipment, number 31; and Evaluation, numbers 47, 48. All differences are set at the .05 level of significance as determined by the Analysis of Variance test.

An important finding is that in each of the nine significant disagreements the superintendents saw themselves as much more personally involved in the accomplishment of the task than did the others. When the superintendents saw themselves performing or coordinating these tasks, the others saw them delegating the work to them.

District Variables and Tasks

The superintendent's years teaching vocational education and the total score on the Communications and Community Relations category were significantly related. The superintendent's years as a superintendent and other administrative experience were each significantly related to the Finance category.

In-Service Survey Questions

The In-Service Survey Questions (Appendices B-7 and H), although not a part of the task inventory, did give valuable insight into how superintendents felt about in-service training. For this reason, a short summary will be included at this point.

Only a small number of superintendents described the Texas Education Agency in-service programs as effective. However, the twenty regional service centers in the state received a vote of confidence from 40% of the participants. Some of the conferences held annually in the state received favorable mention. The superintendents indicated that at any of the in-service meetings it is very important to have small group discussions as well as interaction with speakers and panel members. It is also important to have information that is relevant to current problems presented at these meetings. Speakers that are qualified and effective are also necessary. Information that is presented should not be too general or theoretical.

While most superintendents preferred to have in-service meetings during the summer, no particular days of the week were specified. Generally, two- or three-day meetings were considered to be most effective. Lack of time, scheduling problems and distance to in-service program centers were given as reasons for not attending the meetings. Implementation of vocational programs and problems of finance were given as topics of interest for in-service meetings.

Conclusions

This study was initiated to assist superintendents and those who train them in improving the administration of vocational education programs. The findings have generalizability, but are primarily directed to superintendents in smaller districts without vocational directors.

One hundred sixty-two educators in the target population were interviewed by members of the research team to determine the most important administrative tasks for quality vocational education programs. These respondents were also asked to describe how the superintendents accomplished each task.

There was substantial agreement among those interviewed concerning the importance of the administrative tasks. There was considerably less agreement about the method by which the superintendents accomplished each task. On the whole, superintendents seemed to perceive themselves as more apt to perform or coordinate tasks than did members of the referent groups who were also involved in their accomplishment. These differences were especially evident on tasks about goals and objectives, personnel and program evaluation.

While this study made no attempt to investigate administrative or management styles, the results may indicate that the way in which the superintendent accomplishes administrative tasks may be idiosyncratic. Nevertheless, a concern for maximum effectiveness suggests that management styles, systems, and techniques should be a part of the education of any administrator. If there is no one best way to administer an organization, there are, at least, some theories based on research, as to possible or probable consequences of the adoption of alternative modes. There are, as well, some facets of management needs that are peculiar to vocational education, based on variations in staffing matters, funding sources, and lines of authority.

No differences in task perception were shown to be correlated with school district variables. There were correlations, at the .05 level of significance, only between a background in vocational education and perceptions of Communications and Community Relations tasks, and between years of administrative experience and Finance tasks. For

this reason, training packages, seminars, or instructional modules can be designed for across-the-board use, irrespective of the type of school district in which the new superintendent expects to serve or the one in which he now serves. The modules themselves are, of course, individually applicable.

The two categories, the 24 critical tasks themselves and the management techniques needed for their accomplishment, have both been treated in performance-based modules developed as an important thrust in the research effort. The 24 modules found in Appendix H have been designed to assist curriculum specialists in educational administration and vocational education in the actual development of content in each of the 24 critical task areas.

The learning modules are concerned with both specific and general administration. Goals and objectives of vocational education tend to be very specific. Others are concerned with what might be termed general overriding skills—those that have to do with communications and group process.

The design and testing of learning modules or packages appears to be a more practical technology to close the knowledge breach in the administration of vocational education than merely adding new courses to an already encumbered university certification program.

Most superintendents, because of certification laws, hold a certificate and therefore rarely return to a university for formal coursework. "Distance traveled" or "time required" are the more common comments from superintendents when asked for reasons why they rarely return to universities for formal training.

Well-designed and tested learning modules on the administration of vocational education can easily become an important unit in a traditional course on school administration. The packages could also be used by area coordinators or service center personnel in states with regional service centers.

The evidence from the research reported here is clear—superintendents need help in administering perhaps the most important program in their schools—vocational education. The busy world of school superintendents restricts them from learning the very skills which may

help keep America among the world leaders in vocational and technical advancement. The tasks have been identified and the methods for their accomplishment are beginning to emerge. The critical tasks for the administration of vocational education identified in this study, including the model module delivery system to narrow the knowledge and competency gaps of superintendents, could have a positive impact on vocational programs and learners in American schools.

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APPENDIX TABLE OF CONTENTS

Appendix		Page
A	Letters of Endorsement	101
B	Interview Schedules	104
C	Descriptive Data	128
D	Superintendent Information	134
E	Sources of Vocational Counseling	143
F	Analysis of Critical Tasks	145
G	Analysis of Non-Critical Tasks	175
H	In-Service Survey Questions	202
I	Flow Chart, Model Modules	220

APPENDIX LIST OF TABLES

Table		Page
B-1	Task Statement Questionnaire (Phase II)	105
B-2A	Definitions of Response Categories (Front of Card) (Phase II)	111
B-2B	Definitions of Response Categories (Back of Card) (Phase II)	112
B-3	Task Statement Questionnaire (Phase III)	113
B-4	Definitions of Response Category (Phase III)	119
B-5	School District Information Form	120
B-6	Personal Information Form	121
B-7	In-Service Questions	122
B-8	Form Letter - Request for Research Interview (Phase II)	123
B-9	Research Interview Agreement Form (Phase II)	124
B-10	Form Letter - Request for Research Interview (Phase III)	125
B-11	Research Interview Agreement Form (Phase III)	126
B-12	Interview Questionnaire Form E	127
C-1	Texas Geographical Regions	129
C-2	School Districts List - Interviews - Phase II	130
C-3	School Districts List - Interviews - Phase III	131
C-4	School Districts List - Pilot Testing - Phases II and III	132
C-5	1974-75 Data from TEA Publications	133
D-1	Phase II Interviews: Superintendent Information Total Years of Public School Experience	135
D-2	Phase II Interviews: Superintendent Information Years in Present Position	136
D-3	Phase II Interviews: Superintendent Information Years as Superintendent	136
D-4	Phase II Interviews: Superintendent Information Totals Years of Teaching	137

APPENDIX LIST OF TABLES (CONTINUED)

Table		Page
D-5	Phase II Interviews: Superintendent Information Previous Administrative Experience	137
D-6	Phase II Interviews: Superintendent Information Non-School Work Experience of Superintendents	138
D-7	Phase III Interviews: Superintendent Information Total Years of Public School Experience	139
D-8	Phase III Interviews: Superintendent Information Years in Present Position	140
D-9	Phase III Interviews: Superintendent Information Years as Superintendent	140
D-10	Phase III Interviews: Superintendent Information Total Years of Teaching	141
D-11	Phase III Interviews: Superintendent Information Previous Administrative Experience	141
D-12	Phase III Interviews: Superintendent Information Non-School Work Experience of Superintendents	142
E-1	Sources of Vocational Counseling	144
H-1	In-Service Programs Described as Effective	204
H-2	Effective Elements of In-Service Programs	205
H-3	Ineffective Elements of In-Service Programs	206
H-4	Factors That Tend To Hinder Participation in In-Service Programs	207
H-5A	Scheduling Preferences: Time of Year	208
H-5B	Scheduling Preferences: Days of Week	209
H-5C	Scheduling Preferences: Length of Programs	209
H-6	Instructional Methods Suggested as Most Helpful	210
H-7	Recommended Topic Areas for In-Service Programs	211
H-8	Response to Question: If you had $50,000 to spend as you wished for your district, how would you spend it?	213

APPENDIX LIST OF TABLES (CONTINUED)

Table		Page
H-9	Response to Question: In your opinion, how will the new state finance bill affect your vocational education programs?	215
H-10	Response to Question: What proportion of your time is spent on vocational education?	216
H-11	Response to Question: What are your primary sources of information concerning vocational education?	217
H-12	Response to Question: What major changes do you expect in vocational education in the next decade?	219
H-13	Response to Question: What major changes do you expect in vocational education in your district in the next decade?	219

APPENDIX LIST OF FIGURES

Figure		Page
I-1	Program Flowchart for Curriculum Development	221

APPENDIX A

LETTERS OF ENDORSEMENT

Oklahoma State University

DEPARTMENT OF EDUCATIONAL ADMINISTRATION
AND HIGHER EDUCATION
STILLWATER, OKLAHOMA 74074

STILLWATER, OKLAHOMA 74074
GUNDERSEN HALL
(405) 372-6211, EXT. 6461

March 19, 1976

Mr. Danny R. Potter
Department of Educational Administration
Administration of Vocational Education Project
Bolton Hall, Room 207
Texas A&M University
College Station, Texas 77843

Dear Mr. Potter:

In response to your letter of March 11, let me say that I am happ to learn that we at UCEA were of some assistance to you; please feel f ee to use the materials in any way you deem fit.

As mentioned in August, I am very interested in your project and would appreciate learning of its progress.

Also, for your information, I have enclosed a brief paper which will inform you of the direction which UCEA's staff development projec is taking.

If I can be of any further assistance, please do not hesitate to call (405-372-6211, extension 6461) or write.

Sincerely,

Bill

William J. Davis

tk

Enclosure

TEXAS ASSOCIATION OF SCHOOL ADMINISTRATORS

316 West Twelfth Street, Austin, Texas 78701-Area Code 512-477-6361

President
Lockhart

Gordon Hartman
President-elect
Temple

R.E. Harris
Executive Director
John L. Serrella
Associate Director
Austin

September 3, 1975

John Townley
Vice President
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J. D. Carlisle
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Sinton

Executive Committee

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District I
McAllen

E.J. Wranosky
District II
Flour Bluff

Charles Naiser
District III
East Bernard

Joe Harper
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H.J. Cothern
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Vidor

Mance Park
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District XI
Fort-Euless-Bedford

Charles Zeigler
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District XIII
Seguin

Bill Hood
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Snyder

C.B. Milam, Jr.
District XV
Brownwood

John Melvin
District XVI
Amarillo

Delwin Webb
District XVII
Abernathy

W.A. Wilson
District XVIII
Coahoma

Elmer Grounds
District XIX
Alpine

Pat Holmes
District XX
East Central

Dr. Harold L. Hawkins, Head
Educational Administration
Texas A&M University
College Station, Texas 77843

Dear Dr. Hawkins:

This is to acknowledge your letter of August 26, 1975, and Project Abstract of a Project Proposal to identify competencies needed by school superintendents who serve as vocational directors.

The abstract contains worthy objectives and if carried out should make significant contributions to the training needs of superintendents who also fill the role of vocational administrators.

Yours very truly,

R E Harris

R.E. Harris
Executive Director

REH/pah

APPENDIX B

INTERVIEW SCHEDULES

Importance						Task Statement	How Accomplished				
						Goals and Objectives					
1	2	3	4	5	1.	How important is identification of purposes and objectives of the vocational program?	1	2	3	4	5
1	2	3	4	5	2.	How important are short-range and long-range program plans for vocational education in the school?	1	2	3	4	5
1	2	3	4	5	3.	How important is it to develop curriculum to meet objectives for vocational education?	1	2	3	4	5
1	2	3	4	5	4.	How important is it to write a handbook of policies concerning vocational programs?	1	2	3	4	5
1	2	3	4	5	5.	How important is it to establish goals for vocational programs to meet the special needs of minorities, women and handicapped students?	1	2	3	4	5
						Program					
1	2	3	4	5	6.	How important is it to determine the courses for which vocational training is to be offered?	1	2	3	4	5
1	2	3	4	5	7.	How important is it to secure the services of the Division of Public School Occupational Programs of the Texas Education Agency for program development?	1	2	3	4	5
1	2	3	4	5	8.	How important is it to establish criteria for admission of students into vocational programs?	1	2	3	4	5
1	2	3	4	5	9.	How important is it to develop criteria for the selection of training stations for the vocational cooperative programs?	1	2	3	4	5

Importance	Task Statement	How Accomplished
1 2 3 4 5	10. How important is it to establish exploratory programs at all levels to assist students in making career choices and selecting appropriate preparatory experience?	1 2 3 4 5
1 2 3 4 5	11. How important is it to provide information to students about post high school training available to them?	1 2 3 4 5
1 2 3 4 5	12. How important is it to assist in placement of vocational graduates and to maintain placement records?	1 2 3 4 5
1 2 3 4 5	13. How important is it to develop youth organizations for vocational students?	1 2 3 4 5
1 2 3 4 5	14. How important is it to develop vocational programs for out-of-school youth and adults?	1 2 3 4 5
1 2 3 4 5	15. How important is it to analyze the occupational market in the community for students in minority groups, women, the handicapped and underemployed persons?	1 2 3 4 5
1 2 3 4 5	16. How important is it to develop vocational training programs for students in minority groups, women, the handicapped and underemployed persons?	1 2 3 4 5
1 2 3 4 5	17. How important is it to include the grades below grade seven in the vocational program?	1 2 3 4 5
1 2 3 4 5	18. How important is it to integrate vocational and academic programs?	1 2 3 4 5
1 2 3 4 5	19. How important is it to involve the community in the planning of vocational programs?	1 2 3 4 5

Form A

Importance	Task Statement	How Accomplished
	Personnel	
1 2 3 4 5	20. How important is the selection process for vocational staff positions?	1 2 3 4 5
1 2 3 4 5	21. How important is it to evaluate salary schedules for vocational staff?	1 2 3 4 5
1 2 3 4 5	22. How important is it to organize in-service training programs for vocational staff?	1 2 3 4 5
1 2 3 4 5	23. How important is it to encourage vocational teachers to continue professional growth?	1 2 3 4 5
1 2 3 4 5	24. How important is it to encourage vocational teachers to support professional organizations through membership?	1 2 3 4 5
1 2 3 4 5	25. How important is it to keep staff members clearly informed as to what is expected of them?	1 2 3 4 5
	Finance	
1 2 3 4 5	26. How important is it to know the requirements and procedures on how to gain approval and financial support for new vocational programs?	1 2 3 4 5
1 2 3 4 5	27. How important is it to determine local policies to satisfy state requirements regarding purchase and reimbursement procedures?	1 2 3 4 5
1 2 3 4 5	28. How important is it to develop an annual budget for the operation of vocational programs?	1 2 3 4 5
1 2 3 4 5	29. How important is it to prepare and keep adequate financial records of all vocational programs?	1 2 3 4 5

Importance	Task Statement	How Accomplished
	Facilities and Equipment	
1 2 3 4 5	30. How important is it to specify long-range needs for facilities?	1 2 3 4 5
1 2 3 4 5	31. How important is it to develop specifications for equipment to be purchased?	1 2 3 4 5
1 2 3 4 5	32. How important is it to schedule vocational facilities for maximum utilization by students and teachers?	1 2 3 4 5
1 2 3 4 5	33. How important is it to arrange for additional facilities and equipment needed to accommodate expanded enrollments?	1 2 3 4 5
1 2 3 4 5	34. How important is it to arrange for additional facilities and equipment needed for technological changes in vocational courses?	1 2 3 4 5
1 2 3 4 5	35. How important is it to maintain an inventory of tools, supplies and equipment assigned to vocational programs?	1 2 3 4 5
1 2 3 4 5	36. How important is it to arrange for maintenance, repair and day-to-day supervision of vocational facilities and equipment?	1 2 3 4 5
1 2 3 4 5	37. How important is it to insure that health and safety standards are maintained?	1 2 3 4 5
1 2 3 4 5	38. How important is it to arrange for use of the vocational facilities for groups other than regular students in the vocational program?	1 2 3 4 5

Importance	Task Statement	How Accomplished
	Communications and Community Relations	
1 2 3 4 5	39. How important is it to prepare news releases on activities of the vocational program for the news media?	1 2 3 4 5
1 2 3 4 5	40. How important is it to prepare vocational course descriptions for distribution to the school and community?	1 2 3 4 5
1 2 3 4 5	41. How important is it to conduct occupational surveys from which to develop the vocational program?	1 2 3 4 5
1 2 3 4 5	42. How important is it to conduct opinion surveys in the school and community to determine attitudes toward the vocational program?	1 2 3 4 5
1 2 3 4 5	43. How important is it to establish criteria for the selection of advisory committee members?	1 2 3 4 5
1 2 3 4 5	44. How important is it to involve the advisory committee in developing plans for vocational programs?	1 2 3 4 5
1 2 3 4 5	45. How important is it to use the expertise of the advisory committee in making an analysis of an occupational field?	1 2 3 4 5
1 2 3 4 5	46. How important is it to identify the role and function of advisory committee and to orient the committee to that role and function?	1 2 3 4 5

Importance	Task Statement	How Accomplished
	Evaluation and Research	
1 2 3 4 5	47. How important is it to appraise teachers' performance in relation to instructional goals?	1 2 3 4 5
1 2 3 4 5	48. How important is it to evaluate courses of study, course outlines, performance objectives and other instructional materials developed by vocational teachers?	1 2 3 4 5
1 2 3 4 5	49. Other tasks: _____	1 2 3 4 5
	_____	

If you had $50,000 to spend as you wished for your district, how would you allocate it?

In your opinion, how will the new state finance bill affect your vocational education programs?

B-2A

Definitions of Response Categories*

(Front of Card)

Your interviewer will read a list of tasks (one at a time). Each task is to be considered in two ways: first, how important it is to your vocational program; and, second, what function do you perform to see that it is done.

Importance:

1. Of critical importance, must be done.
2. Very important
3. Of moderate importance
4. Of little importance
5. Of no importance

1. Perform (By self)
   do it oneself, without input from others
2. Coordinate (By self with others)
   identify goals
   determine policies, procedures, methods
3. Direct (By others with my direction)
   guide and supervise the work of others
4. Delegate (By others alone)
   assign complete responsibility to someone else**
5. Not applicable
   is not performed in this district

**not final responsibility

*This information was on a laminated card.

(Back of Card)

Example:

Task: How important is it to write objectives for specific courses offered in the vocational program?

Importance - Possible responses	Function -- Possible responses
1. This is critically important. I couldn't approve a course without specific objectives.	1. I perform this. I do it myself for every course.
or	or
2. This is very important. Courses are much more Effective if they have specific written objectives	2. I coordinate this. The principal and the vocational teacher and I work together to decide on the general goals for a course and the procedures and methods to follow in writing course objectives.
or	or
3. It's fairly important, but actually the teachers know what they are supposed to teach.	3. I direct this. The vocational teacher writes his own course objectives under my supervision —I check on what he writes to make sure it meets our needs.
or	or
4. It's not really important. We don't need written objectives.	4. I delegate this. Each vocational teacher is responsible for his own course objectives.
or	or
5. We just don't write course objectives at all.	5. This is not done in our district.

Performed			Task Statement	Superintendent's Role					
			Goals and Objectives						
Y	N	NK	1. Does the district identify the purposes and objectives of the vocational program?	1	2	3	4	5	6
Y	N	NK	2. Does the district have short-range and long-range program plans for vocational education?	1	2	3	4	5	6
Y	N	NK	3. Does the district develop curriculum to meet objectives for vocational education?	1	2	3	4	5	6
Y	N	NK	4. Does the district write a handbook of policies concerning vocational programs?	1	2	3	4	5	6
Y	N	NK	5. Does the district establish goals for vocational programs to meet the special needs of minorities, women and handicapped students?	1	2	3	4	5	6
			Program						
Y	N	NK	6. Does the district determine the courses for which vocational training is to be offered?	1	2	3	4	5	6
Y	N	NK	7. Does the district secure the services of the Division of Public School Occupational Programs of the Texas Education Agency for program development?	1	2	3	4	5	6
Y	N	NK	8. Does the district establish criteria for admission of students into vocational programs?	1	2	3	4	5	6
Y	N	NK	9. Does the district develop criteria for the selection of training stations for the vocational cooperative programs?	1	2	3	4	5	6

Form A _____

Performed				Task Statement	Superintendent's Role					
Y	N	NK	10.	Does the district establish exploratory programs at all levels to assist students in making career choices and selecting appropriate preparatory experience?	1	2	3	4	5	6
Y	N	NK	11.	Does the district provide information to students about post high school training available to them?	1	2	3	4	5	6
Y	N	NK	12.	Does the district assist in the placement of vocational graduates and maintain placement records?	1	2	3	4	5	6
Y	N	NK	13.	Does the district develop youth organizations for vocational students?	1	2	3	4	5	6
Y	N	NK	14.	Does the district develop vocational programs for out-of-school youth and adults?	1	2	3	4	5	6
Y	N	NK	15.	Does the district analyze the occupational market in the community for students in minority groups, women, the handicapped and underemployed persons?	1	2	3	4	5	6
Y	N	NK	16.	Does the district develop vocational training programs for students in minority groups, women, the handicapped and underemployed persons?	1	2	3	4	5	6
Y	N	NK	17.	Does the district include the grades below grade seven in the vocational program?	1	2	3	4	5	6
Y	N	NK	18.	Does the district integrate vocational and academic programs?	1	2	3	4	5	6
Y	N	NK	19.	Does the district involve the community in the planning of vocational programs?	1	2	3	4	5	6

Performed				Task Statement	Superintendent's Role					
				Personnel						
Y	N	NK	20.	Does the district have a selection process for vocational staff positions?	1	2	3	4	5	6
Y	N	NK	21.	Does the district evaluate salary schedules for the vocational staff?	1	2	3	4	5	6
Y	N	NK	22.	Does the district organize local in-service training programs for the vocational staff?	1	2	3	4	5	6
Y	N	NK	23.	Does the district encourage vocational teachers to continue professional growth? How?	1	2	3	4	5	6
Y	N	NK	24.	Does the district encourage vocational teachers to support professional organizations through membership?	1	2	3	4	5	6
Y	N	NK	25.	Does the district keep staff members clearly informed as to what is expected of them?	1	2	3	4	5	6
				Finance						
Y	N	NK	26.	Does the district know and implement the requirements and procedures on how to gain approval and financial support for new vocational programs?	1	2	3	4	5	6
Y	N	NK	27.	Does the district determine local policies to satisfy state requirements regarding purchase and reimbursement procedures?	1	2	3	4	5	6

Performed				Task Statement	Superintendent's Role					
Y	N	NK	28.	Does the district develop an annual budget for the operation of vocational programs?	1	2	3	4	5	6
Y	N	NK	29.	Does the district prepare and keep adequate financial records of all vocational programs?	1	2	3	4	5	6
				Facilities and Equipment						
Y	N	NK	30.	Does the district specify long-range needs for facilities?	1	2	3	4	5	6
Y	N	NK	31.	Does the district develop specifications for equipment to be purchased?	1	2	3	4	5	6
Y	N	NK	32.	Does the district schedule vocational facilities for maximum utilization by students and teachers?	1	2	3	4	5	6
Y	N	NK	33.	Does the district arrange for additional facilities and equipment needed to accommodate expanded enrollments?	1	2	3	4	5	6
Y	N	NK	34.	Does the district arrange for additional facilities and equipment needed for technological changes in vocational courses?	1	2	3	4	5	6
Y	N	NK	35.	Does the district maintain an inventory of tools, supplies and equipment assigned to vocational programs?	1	2	3	4	5	6
Y	N	NK	36.	Does the district arrange for maintenance, repair and day-to-day supervision of vocational facilities and equipment?	1	2	3	4	5	6
Y	N	NK	37.	Does the district insure that health and safety standards are maintained?	1	2	3	4	5	6
Y	N	NK	38.	Does the district arrange for use of the vocational facilities for groups other than regular students in the vocational program?	1	2	3	4	5	6

Performed				Task Statement	Superintendent's Role					
				Communications and Community Relations						
Y	N	NK	39.	Does the district prepare news releases on activities of the vocational program for the news media?	1	2	3	4	5	6
Y	N	NK	40.	Does the district prepare vocational course descriptions for distribution to the school and community?	1	2	3	4	5	6
Y	N	NK	41.	Does the district conduct occupational surveys from which to develop the vocational program?	1	2	3	4	5	6
Y	N	NK	42.	Does the district conduct opinion surveys in the school and community to determine attitudes toward the vocational program?	1	2	3	4	5	6
Y	N	NK	43.	Does the district establish criteria for the selection of advisory committee members?	1	2	3	4	5	6
Y	N	NK	44.	Does the district involve the advisory committee in developing plans for vocational programs?	1	2	3	4	5	6
Y	N	NK	45.	Does the district use the expertise of the advisory committee in making an analysis of an occupational field?	1	2	3	4	5	6
Y	N	NK	46.	Does the district identify the role and function of the advisory committee and orient the committee to that role and function?	1	2	3	4	5	6

Performed				Task Statement	Superintendent's Role					
				Evaluation and Research						
Y	N	NK	47.	Does the district appraise teachers' performance in relation to instructional goals?	1	2	3	4	5	6
Y	N	NK	48.	Does the district evaluate courses of study, course outlines, performance objectives and other instructional materials developed by vocational teachers?	1	2	3	4	5	6
Y	N	NK	49.	Other tasks:_____	1	2	3	4	5	6

Definitions of Response Category*

Is this task performed in your district?

Y = Yes

N = No

NK = No Knowledge (I don't know)

What is your perception of the superintendent's role in the accomplishment of each of these tasks?

**What actual role is; not what it should be.

1. Perform (By self)
   do it oneself, without input from others
2. Coordinate (By self with others)
   identify goals
   determine policies, procedures, methods
3. Direct (By others with my direction)
   guide and supervise the work of others
4. Delegate (By others alone)
   assign complete responsibility to someone else*
5. Not applicable
   is not performed in this district

*not final responsibility

*This information was on a laminated card.

B-5

Administration of Vocational Education

School District Information Form

1. Total number of students enrolled (K-12) _____

2. Total number of vocational units _____

   The TEA Vocational Unit List indicates the following breakdown. Please make necessary changes.

3. Total number of students enrolled in vocational units _____

4. Estimated total budget expenditures for the district for the current year _____

5. Estimated total costs of vocational education programs for the current year _____

6. Please describe the administrative personnel of the district

	Number of Individuals
high school principal(s)	_____
junior high school principal(s)	_____
elementary principal(s)	_____
business manager	_____
curriculum director	_____
transportation/maintenance	_____
tax assessor-collector	_____
others	_____
	_____

7. Who does the vocational counseling in your district?

   _____

8. Total number of teachers employed by the district _____

9. How many vocational education teachers are employed? _____

Form B

Administration of Vocational Education

Personal Information Form

1. How many years have you been employed in public school education? _____

2. How many years have you been employed in your present position? _____

3. Briefly describe your teaching and/or administrative experiences.
   a. Total number of years teaching _____
   b. Total number of years teaching vocational education _____
   c. Total number of years in an administrative position other than superintendent _____
   d. Total number of years as a superintendent _____

4. If you were a vocational teacher, in what program area did you teach?

   _____Agriculture
   _____Distributive
   _____Health
   _____Homemaking
   _____Industrial
   _____Office
   _____Other (Specify)_____
   _____
   (Note: This question may be covered in question 3)

5. How many years have you been employed in a field other than education since high school? _____

   Please describe the job or work done and the number of years or months at that position.

   Classify the field that represents the most outside experience.

   _____Managerial
   _____Professional
   _____Clerical or Sales
   _____Service
   _____Skilled
   _____Semiskilled
   _____Unskilled
   _____Farming
   _____Military

Form C

B-7

In-Service Questions

1. Have you attended any form of in-service or personal-development program for academic administrators in the past two years?

_____Yes _____No

2. What in-service programs have you participated in which you feel were effective? What factors tended to make them effective?

3. What in-service programs have you participated in which you feel were ineffective? What factors tended to make them ineffective?

4. What factors tend to hinder your participation in in-service training programs (e.g., time, scheduling, availiability, lack of interest)?

5. When during the year/month/day should in-service programs be scheduled? What time-structures (e.g., one-week, two-day conference, weekly meetings) are feasible?

6. What instructional methods (e.g., simulation, discussion groups, lectures by renowned educators) do you find most useful or helpful at in-service programs?

7. Could you recommend any topic areas for in-service training programs (for vocational education)?

Form D

TEXAS A&M UNIVERSITY
COLLEGE OF EDUCATION
COLLEGE STATION, TEXAS 77843

Office of
THE DEAN
(713) 845-5311

The Department of Educational Administration at Texas A&M University is conducting a study of the administration of vocational education in districts where there is a vocational program but no vocational director; that is, where the superintendent is the vocational director. The study is designed first to identify the competencies needed by superintendents in these districts; and then to use these findings to improve preparation programs and in-service training programs in the field of vocational education for school administrators.

You and other superintendents are the experts on the subject. For this reason, we are requesting your help. Your district was selected in a random sample of districts in Texas in which the superintendent functions also as vocational director. A member of the research team would like to interview you. Approximately one hour of your time will be needed for the interview. Your response will be kept confidential; only the combined findings will be presented.

The study is being financed by a grant from the U. S. Office of Education. Please indicate your willingness to participate by filling out and returning the enclosed form. A stamped, self-addressed envelope is enclosed. As soon as we hear from you, we will call to make an appointment at a time convenient to you.

Very truly yours,

Frank W. R. Hubert
Dean

Encl.

B-9

Administration of Vocational Education (AVE) Project

Agreement Form

Name_____

District_____

Office Telephone_____

_____I am able to participate in the study on dealing with superintendents serving as vocational education administrators.

_____I do not feel that I can participate in the study.

Please circle best day of week for interview:

M T W T F

Please circle best time of day for interview:

Early morning Mid-morning

Early afternoon Late afternoon

B-10

TEXAS A&M UNIVERSITY
COLLEGE OF EDUCATION
COLLEGE STATION, TEXAS 77843

Office of
THE DEAN
(713) 845-5311

February 26, 1976

The Department of Educational Administration at Texas A&M University is conducting a study of the administration of vocational education in districts where there is a vocational program but no vocational director; that is, where the superintendent assumes many of the duties normally performed by the vocational director. The study is designed first to identify the competencies needed by superintendents in these districts; and then to use these findings to improve preparation programs and in-service training programs in the field of vocational education for school administrators.

We are requesting your help in our research. Your school district has been selected as part of a representative sample of districts in which the superintendent functions as vocational director. A member of our research team would like to interview you and the following people concerning your vocational programs: the high school principal, two vocational teachers, and the person who does the vocational counseling in your district. Approximately one hour will be needed for each interview. All interviews will be conducted separately, and all results will be confidential. We will attempt to schedule all interviews to meet your convenience and that of the other staff members involved. At the conclusion of the study, you will receive a report of the results.

The study is being financed by a grant from the U. S. Office of Education. Please indicate your willingness to participate by filling out and returning the enclosed form. A stamped, self-addressed envelope is enclosed. As soon as we hear from you, we will call to make an appointment at a time convenient to you.

Very truly yours,

Frank W. R. Hubert
Dean

Encl.

B-11

Administration of Vocational Education (AVE) Project

Agreement Form

Name_____

District_____

Office Telephone_____

_____I am able to participate in the study on dealing with the administration of vocational education.

_____I do not feel that I can participate in the study.

1. (Superintendent and Principal) Approximately, what proportion of your working time is devoted to vocational education?

2. What are your primary sources of information about vocational education?

3. What will be the major changes to occur in vocational education in the next decade?

4. What major changes do you expect to occur in this district within the next decade?

5. How long have you been in this position in this district? (Everyone except superintendent)

Form E _____

APPENDIX C

DESCRIPTIVE DATA

C-1

Texas Geographical Regions

1. Capitol and Brazos Valley Region

Bastrop	Fayette	Madison
Blanco	Grimes	Robertson
Brazos	Hays	Travis
Burleson	Lee	Washington
Burnet	Leon	Williamson
Caldwell	Llano	

2. Upper Rio Grande Valley Region

Brewster	El Paso	Jeff Davis
Culberson	Hudspeth	Presidio

3. Panhandle and South Plains Region

Armstrong	Gray	Moore
Bailey	Hale	Motley
Briscoe	Hall	Ochiltree
Carson	Hansford	Oldham
Castro	Hartley	Parmer
Cochran	Hemphill	Potter
Collingsworth	Hockley	Randall
Crosby	Hutchinson	Roberts
Dallam	King	Sherman
Deaf Smith	Lamb	Swisher
Dickens	Lipscomb	Terry
Donley	Lubbock	Wheeler
Floyd	Lynn	Yoakum
Garza		

4. Alamo Region

Atascosa	Gonzales	Mason
Bandera	Guadalupe	Maverick
Bexar	Karnes	Medina
Comal	Kendall	Real
Dimmitt	Kerr	Uvalde
Edwards	Kimble	Val Verde
Frio	Kinney	Wilson
Gillespie	La Salle	Zavala

SCHOOL DISTRICTS LIST

Interviews - Phase II

Adrian ISD
Adrian, TX

Alto ISD
Alto, TX

Big Sandy ISD
Big Sandy, TX

Bowie ISD
Bowie, TX

Breckenridge ISD
Breckenridge, TX

Bronte ISD
Bronte, TX

Byers ISD
Byers, TX

Clint ISD
Clint, TX

Coahoma ISD
Coahoma, TX

Community ISD
Nevada, TX

D'Hanis ISD
D'Hanis, TX

Electra ISD
Electra, TX

Fairfield ISD
Fairfield, TX

Ferris ISD
Ferris, TX

Fort Hancock ISD
Fort Hancock, TX

Goree ISD
Goree, TX

Grand Saline ISD
Grand Saline, TX

Gustine ISD
Gustine, TX

Hallsville ISD
Hallsville, TX

Hemphill ISD
Hemphill, TX

Hillsboro ISD
Hillsboro, TX

Hudson ISD
Lufkin, TX

Iraan-Sheffield ISD
Iraan, TX

Jacksboro ISD
Jacksboro, TX

Knox City ISD
Knox City, TX

Laneville ISD
Laneville, TX

Lazbuddie ISD
Lazbuddie, TX

Lorena ISD
Lorena, TX

Lumberton ISD
Silsbee, TX

Midway ISD
Henrietta, TX

Monahans-Wickett-Pyote ISD
Monahans, TX

Moody ISD
Moody, TX

Navasota ISD
Navasota, TX

New Diana ISD
New Diana, TX

North Hopkins ISD
Sulphur Springs, TX

Prosper ISD
Prosper, TX

Raymondville ISD
Raymondville, TX

Rio Vista ISD
Rio Vista, TX

Riviera ISD
Riviera, TX

Roscoe ISD
Roscoe, TX

Round Top-Carmine ISD
Carmine, TX

Sabine ISD
Gladewater, TX

San Isidro ISD
San Isidro, TX

San Saba ISD
San Saba, TX

Shallowater ISD
Shallowater, TX

Smiley ISD
Smiley, TX

Snook ISD
Snook, TX

Somerset ISD
Somerset, TX

Splendora ISD
Splendora, TX

Springtown ISD
Springtown, TX

Sunray ISD
Sunray, TX

Texline ISD
Texline, TX

Thorndale ISD
Thorndale, TX

Three Rivers ISD
Three Rivers, TX

Tornillo ISD
Tornillo, TX

Water Valley ISD
Water Valley, TX

Wells ISD
Wells, TX

White Deer ISD
White Deer, TX

Yoakum ISD
Yoakum, TX

SCHOOL DISTRICTS LIST

Interviews - Phase III

Alpine ISD
Alpine, TX

Aransas Pass ISD
Aransas Pass, TX

Bangs ISD
Bangs, TX

Carrizo Springs ISD
Carrizo Springs, TX

Chester ISD
Chester, TX

Comanche ISD
Comanche, TX

Cushing ISD
Cushing, TX

Dayton ISD
Dayton, TX

Eagle Pass ISD
Eagle Pass, TX

Everman ISD
Everman, TX

Follett ISD
Follett, TX

Friendswood ISD
Friendswood, TX

Gladewater ISD
Gladewater, TX

Holliday ISD
Holliday, TX

Joshua ISD
Joshua, TX

Luling ISD
Luling, TX

Newcastle ISD
Newcastle, TX

Quinlan ISD
Quinlan, TX

Robstown ISD
Robstown, TX

San Perlita ISD
San Perlita, TX

Stanton ISD
Stanton, TX

Star ISD
Star, TX

West Oso ISD
Corpus Christi, TX

Whitewright ISD
Whitewright, TX

SCHOOL DISTRICTS LIST

Pilot Testing - Phase II

A&M Consolidated ISD
College Station, TX

Anderson-Shiro ISD
Anderson, TX

Burton ISD
Burton, TX

Caldwell ISD
Caldwell, TX

Cameron ISD
Cameron, TX

Dime Box ISD
Dime Box, TX

Madisonville ISD
Madisonville, TX

North Zulch ISD
North Zulch, TX

Pilot Testing - Phase III

Bremond ISD
Bremond, TX

Buckholts RHSD
Buckholts, TX

Fayetteville ISD
Fayetteville, TX

Hempstead ISD
Hempstead, TX

Iola ISD
Iola, TX

Lexington ISD
Lexington, TX

Milano ISD
Milano, TX

Rockdale ISD
Rockdale, TX

1974-75 Data from TEA Publications

Districts K-8 or less, only				130
State School Districts				31
K-12 School Districts				974
Total School Districts				1,135
K-12 Districts without Vocational Programs				32
Vocational Directors				199
School Districts	ADA	0 - 499	47.5%	539
		500 - 1,499	28.4%	322
		1,500+	24.1%	274

APPENDIX D

SUPERINTENDENT INFORMATION

Table D-1

Phase II Interviews: Superintendent Information

Total Years of Public School Experience (C-1)*

Number of Years in Public Schools	Number of Superintendents	Percent
0 - 4	0	0
5 - 9	0	0
10 - 14	4	7.0
15+	53	93.0
Total	57	100.0

Mean: 25.6 years

*Number in parentheses refers to questionnaire form and task number.

Table D-2

Phase II Interviews: Superintendent Information

Years in Present Position (C-2)*

Number of Years	Number of Superintendents	Percent
0 - 4	16	28.1
5 - 9	16	28.1
10 - 14	10	17.5
15+	15	26.3
Total	57	100.0

Mean: 10.0 years

Table D-3

Phase II Intervidws: Superintendent Information

Years as Superintendent (C-3d)*

Number of Years	Number of Superintendents	Percent
0 - 4	12	21.1
5 - 9	10	17.5
10 - 14	9	15.8
15+	26	45.6
Total	57	100.0

Mean: 13.3 years

*Numbers in parentheses refer to questionnaire forms and task numbers.

Table D-4

Phase II Interviews: Superintendent Information

Total Years of Teaching (C-3a)*

Number of Years	Number of Superintendents	Percent
0 - 4	12	21.1
5 - 9	26	45.6
10 - 14	11	19.3
15+	8	14.0
Total	57	100.0

Mean: 8.5 years

Table D-5

Phase II Interviews: Superintendent Information

Previous Administrative Experience (C-3c)*

Number of Years	Number of Superintendents	Percent
0 - 4	26	45.61
5 - 9	25	43.86
10 - 14	3	5.26
15+	3	5.26
Total	57	99.99

Mean: 5.4 years

*Numbers in parentheses refer to questionnaire forms and task numbers.

Table D-6

Phase II Interviews: Superintendent Information

Non-School Work Experience of Superintendents (C-5)*

Field	Number	Percent
Military	10	17.5
Skilled	8	14.0
Managerial	7	12.3
Farming	6	10.5
Semiskilled	6	10.5
Clerical or Sales	5	8.8
Service	3	5.3
Unskilled	3	5.3
Professional	1	1.8
None	8	14.0
Total	57	100.0

*Number in parentheses refers to questionnaire form and task number.

Table D-7

Phase III Interviews: Superintendent Information

Total Years of Public School Experience (C-1)*

Number of Years in Public Schools	Number of Superintendents	Percent
0 - 4	0	0
5 - 9	0	0
10 - 14	3	12.5
15+	21	87.5
Total	24	100.0

Mean: 23.75 years

*Number in parentheses refers to questionnaire form and task number.

Table D-8

Phase III Interviews: Superintendent Information

Years in Present Position (C-2)*

Number of Years	Number of Superintendents	Percent
0 - 4	11	45.8
5 - 9	7	29.2
10 - 14	5	20.8
15+	1	4.1
Total	24	99.9

Mean: 6.6 years

Table D-9

Phase III Interviews: Superintendent Information

Years as Superintendent (C-3d)*

Number of Years	Number of Superintendents	Percent
0 - 4	8	33.3
5 - 9	6	25
10 - 14	8	33.3
15+	2	8.3
Total	24	99.9

Mean 8.2 years

*Numbers in parentheses refer to questionnaire forms and task numbers.

Table D-10

Phase III Interviews: Superintendent Information

Total Years of Teaching (C-3a)*

Number of Years	Number of Superintendents	Percent
0 - 4	4	16.7
5 - 9	6	25.0
10 - 14	8	33.3
15+	6	25.0
Total	24	100.0

Mean 12.4 years

Table D-11

Phase II Interviews: Superintendent Information

Previous Administrative Experience (C-3c)*

Number of Years	Number of Superintendents	Percent
0 - 4	10	41.7
5 - 9	7	29.2
10 - 14	3	12.5
15+	4	16.7
Total	24	100.1

Mean 7.1 years

*Numbers in parentheses refer to questionnaire forms and task numbers.

Table D-12

Phase III Interviews: Superintendent Information

Non-School Work Experience of Superintendents (C-5)*

Field	Number	Percent
Managerial	4	16.7
Skilled	3	12.5
Service	2	8.3
Military	2	8.3
Semiskilled	1	4.2
Unskilled	1	4.2
Farming	1	4.2
None	10	41.7
Total	24	100.1

*Number in parentheses refers to questionnaire form and task number.

APPENDIX E

SOURCES OF VOCATIONAL COUNSELING

Table E-1

Sources of Vocational Counseling

	Phase II Districts	Phase III Districts
Counselors		
High School Counselor	26	15
Vocational Counselor	4	1
Co-op Counselor	10	3
Teachers	19	7
Principal	18	10
Superintendent	13	4
Others	2	0

APPENDIX F

ANALYSIS OF CRITICAL TASKS

Individual Tasks Analyzed

Not only were responses recorded to the two scales for the task inventory, but also comments on these tasks were invited. These, together with more detailed analysis of the tasks, are presented in this appendix. One of the principal reasons for on-site interviews was to gain more in-depth insights than could be achieved by other survey methods. Often a task would touch on a respondent's concerns to the extent that he would wish to comment. Such comments were encouraged by the interviewer and noted on the response form. They are sometimes attitudinal in nature and often represent opinions based on years of experience. They are, therefore, included in the detailed discussion of the individual tasks.

Task 1. How important is identification of purposes and objectives of the vocational program?

	Perform 1	Coordinate 2	Direct 3	Delegate 4	Not Applicable 5	
Critical 1	0 0.0 0.0 0.0	15 78.9 45.5 26.3	3 15.8 25.0 5.3	1 5.3 11.1 1.8		19 33.3
Very Important 2	3 8.1 100.0 5.3	17 45.9 51.5 29.8	9 24.3 75.0 15.8	8 21.6 88.9 14.0		37 64.9
Of Moderate Importance 3	0 0.0 0.0 0.0	1 100.0 3.0 1.8	0 0.0 0.0 0.0	0 0.0 0.0 0.0		1 1.8
Of Little Importance 4						
Of no Importance 5						
	3 5.3	33 57.9	12 21.1	9 15.8		57 100.0

Ninety-eight percent of the Phase II superintendents scored this task critical or very important; 63% either performed or coordinated it. There was no significant association between perceptions of importance and accomplishment. Ninety-one percent of Phase II respondents said that it was performed in the district. There were significant differences in the perception of the superintendents' involvement in the accomplishment of the task: the principals, counselors, and ag teachers agreed with the superintendent; all other vocational teachers disagreed.

Superintendents expressed a strong reliance on staff members, principals, and teachers for the development of program purposes and objectives. State curriculum guides served as primary sources of information; the State Plan and some accreditation requirements encouraged district personnel to look at overall objectives.

Task 2. How important are short-range and long-range program plans for vocational education in the school?

	Perform 1	Coordinate 2	Direct 3	Delegate 4	Not Applicable 5	
Critical 1	0 0.0 0.0 0.0	4 57.1 13.8 7.0	0 0.0 0.0 0.0	3 42.9 23.1 5.3		7 12.3
Very Important 2	2 5.0 66.7 3.5	22 55.0 75.9 38.6	9 22.5 75.0 15.8	7 17.5 53.8 12.3		40 70.2
Of moderate importance 3	1 12.5 33.3 1.8	3 37.5 10.3 5.3	3 37.5 25.0 5.3	1 12.5 7.7 1.8		8 14.0
Of little importance 4	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	2 100.0 15.4 3.5		2 3.5
Of no importance 5						
	3 5.3	29 50.9	12 21.1	13 22.8		57 100.0

This task was marked critical or very important by 82.46% of the Phase II superintendents; 56.2% of them perform or coordinate it. There is no significant association between the two scales. Only one group saw the task differently: only 57% of superintendents in districts with a per-pupil expenditure of $1300 to $1899 (the second wealthiest group) scored it critical or very important. In the Phase III interviews, 81.9% of the respondents said the task was performed in their district. Analysis of Variance between Phase II and Phase III responses showed significant difference between all referent groups and the superintendents at the .05 level.

There was considerable support for short-range planning of vocational programs. Short-range planning was described as flexible, responsive to economic changes, and practical. Long-range planning is difficult to manage because of financial and personnel constraints. Input on planning was sought from teachers, principals, and students. Advisory committees were also mentioned as assisting with planning in some instances.

Task 3. How important is it to develop curriculum to meet objectives for vocational education?

	Perform 1	Coordinate 2	Direct 3	Delegate 4	Not Applicable 5	
Critical 1	0 0.0 0.0 0.0	8 57.1 34.8 14.0	2 14.3 14.3 3.5	4 28.6 21.1 7.0		14 24.6
Very Important 2	1 2.9 100.0 1.8	14 41.2 60.9 24.6	10 29.4 71.4 17.5	9 26.5 47.4 15.8		34 59.6
Of moderate Importance 3	0 0.0 0.0 0.0	1 14.3 4.3 1.8	2 28.6 14.3 3.5	4 57.1 21.1 7.0		7 12.3
Of little Importance 4	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	2 100.0 10.5 3.5		2 3.5
Of no Importance 5						
	1 1.8	23 40.4	14 24.6	19 33.3		57 100.0

Eighty-four percent of the superintendents saw this task as critical or very important, 57.9% directed or delegated it. Eight-eight percent of the Phase III respondents said it was performed in their districts. Analysis of Variance indicated that all referent group responses were significantly different from that of the superintendent at the .05 level.

In commenting on this task, superintendents indicated that curriculum requirements have become more formalized in recent years. State agency and area supervisory assistance is very instrumental in the development of curriculum guides and outlines. However, state curricula must be adapted to local conditions if they are to be useful. The development of curriculum is therefore a cooperative venture by state agencies, the superintendent, and the teachers, sometimes with the assistance of consultants from universities.

Task 6. How important is it to determine the courses for which vocational training is to be offered?

	Perform 1	Coordinate 2	Direct 3	Delegate 4	Not Applicable 5	
Critical 1	1 8.3 25.0 1.8	9 75.0 25.0 15.8	1 8.3 11.1 1.8	0 0.0 0.0 0.0	1 8.3 33.3 1.8	12 21.1
Very Important 2	2 5.7 50.0 3.5	24 68.6 66.7 42.1	7 20.0 77.8 12.3	1 2.9 20.0 1.8	1 2.9 33.3 1.8	35 61.4
Of moderate Importance 3	1 14.3 25.0 1.8	2 28.6 5.6 3.5	1 14.3 11.1 1.8	3 42.9 60.0 5.3	0 0.0 0.0 0.0	7 12.3
Of little Importance 4	0 0.0 0.0 0.0	1 33.3 2.8 1.8	0 0.0 0.0 0.0	1 33.3 20.0 1.8	1 33.3 33.3 1.8	3 5.3
Of no Importance 5						
	4 7.0	36 63.2	9 15.8	5 8.8	3 5.3	57 100.0

Seen as critical or very important by 82.46% of the superintendents, this task is also performed or coordinated by 70.2%. There is an association, at the .05 level of significance, between perceptions of importance and of accomplishment. This task showed a significant difference in importance on an Analysis of Variance by school district size, with the Group 3 schools differing from the other two groups. There were no significant differences in perceptions among all groups.

Many respondents commented that the courses are dictated by state guidelines and are limited by the size of the district. Others, however, found ways of adapting courses to local needs. This could be done, they said, by considering individual student needs and community needs, and by modifying the curriculum to meet those needs, emphasizing parts of the state curriculum guides as needed. On this task, as on some others, what was apparently seen as a limitation by some respondents was seen as a challenge and an opportunity by others.

Task 11. How important is it to provide information to students about post high school training available to them?

	Perform 1	Coordinate 2	Direct 3	Delegate 4	Not Applicable 5	
Critical 1	1 8.3 50.0 1.8	2 16.7 22.2 3.5	2 16.7 28.6 3.5	7 58.3 19.4 12.3	0 0.0 0.0 0.0	12 21.1
Very Important 2	1 2.6 50.0 1.8	7 18.4 77.8 12.3	4 10.5 57.1 7.0	24 63.2 66.7 42.1	2 5.3 66.7 3.5	38 66.7
Of moderate Importance 3	0 0.0 0.0 0.0	0 0.0 0.0 0.0	1 16.7 14.3 1.8	5 83.3 13.9 8.8	0 0.0 0.0 0.0	6 10.5
Of little Importance 4	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	1 100.0 33.3 1.8	1 1.8
Of no Importance 5						
	2 3.5	9 15.8	7 12.3	36 63.2	3 5.3	57 100.0

Critical and very important ratings were given on this task by 87.7% of the superintendents; it was directed or delegated by 85.5%. Only 19.3% performed or coordinated the task. There was obviously little perceived association between the two categories. The task was perceived as being performed by 91.4% of the Phase III respondents, and there were no significant differences shown by the Analysis of Variance.

Counselors played the most significant role in the accomplishment of this task. However, the process seemed sporadic and not based on any well-designed program effort. Among the techniques used to accomplish the task, career days were mentioned, as were visits from technical and community college representatives. Several respondents commented on the high percentage of their students who go to college after completing high school.

Task 18. How important is it to integrate vocational and academic programs?

	Perform 1	Coordinate 2	Direct 3	Delegate 4	Not Applicable 5	
Critical 1	2 33.3 100.0 3.5	3 50.0 10.7 5.3	1 16.7 10.0 1.8	0 0.0 0.0 0.0	0 0.0 0.0 0.0	6 10.5
Very Important 2	0 0.0 0.0 0.0	22 56.4 78.6 38.6	6 15.4 60.0 10.5	10 25.6 71.4 17.5	1 2.6 33.3 1.8	39 68.4
Of moderate Importance 3	0 0.0 0.0 0.0	3 33.3 10.7 5.3	3 33.3 30.0 5.3	2 22.2 14.3 3.5	1 11.1 33.3 1.8	9 15.8
Of little Importance 4	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	2 66.7 14.3 3.5	1 33.3 33.3 1.8	3 5.3
Of no Importance 5						
	2 3.5	28 49.1	10 17.5	14 24.6	3 5.3	57 100.0

This task was rated critical or very important by 78.95% of superintendents; 52.6% performed or coordinated it. There was an association between the two perceptions. There were several differences in perceptions of the importance of this task. Only 63.6% of superintendents who had previously taught vocational education considered it important. It was a borderline item—69.6%—in Group 2 schools, and a borderline item—66.7%—in schools of $1000 - $1299 per pupil expenditure. Seventy-nine percent of Phase III respondents said it was performed in their districts, but only 69.8% of the teachers agreed. Analysis of Variance of accomplishment showed significant differences between superintendents and all other groups.

Comments indicated a commitment to integration of all facets of students' programs, but most suggested that this integration effort was rather informal and depended chiefly on relationships between teachers rather than on formal direction and planning.

Task 20. How important is the selection process for vocational staff positions?

	Perform 1	Coordinate 2	Direct 3	Delegate 4	Not Applicable 5	
Critical 1	23 63.9 69.7 40.4	13 36.1 61.9 22.8	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	36 63.2
Very Important 2	9 50.0 27.3 15.8	8 44.4 38.1 14.0	1 5.6 100.0 1.8	0 0.0 0.0 0.0	0 0.0 0.0 0.0	18 31.6
Of moderate Importance 3	1 50.0 3.0 1.8	0 0.0 0.0 0.0	0 0.0 0.0 0.0	1 50.0 100.0 1.8	0 0.0 0.0 0.0	2 3.5
Of little Importance 4						
Of no Importance 5	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	1 100.0 100.0 1.8	1 1.8
	33 57.9	21 36.8	1 1.8	1 1.8	1 1.8	57 100.0

This task was one with widely different responses. The Phase II superintendents ranked it fifth in importance; 94.7% of them saw it as critical or very important and 94.7% performed or coordinated it. There was an association between the two scales significant at the .001 level. A high level of agreement existed among all the different groups of superintendents. Yet only 60% of the Phase III respondents said it was done in their districts. These responses represented 55.8% of the teachers and 35.7% of the counselors, but 83.3% of the principals. This response pattern suggests that staff selection is so exclusivly an administrative function that non-administrative personnel are not aware of it. If this interpretation is true, the Analysis of Variance and Duncan's Range Test of task accomplishment might be expected to group the principal with the superintendent. This does not, in fact, happen. Principals, ag teachers and other teachers are not significantly different from each other in their perceptions of how the task is accomplished. Counselors and homemaking teachers agree. All differ from the superintendent.

While some respondents said that the staff selection process was the same for vocational teachers as for all teachers, others said that it was not always easy to find qualified people. Since the qualifications for vocational teachers are different, some superintendents found they had to go out to find people to meet the requirements. Mention was also made of the fact that the ag teacher, in particular, is very important in the small district because of his exposure in the community; for this reason the candidate is often subjected to very careful selection procedures.

Task 22. How important is it to organize in-service training programs for vocational staff?

	Perform 1	Coordinate 2	Direct 3	Delegate 4	Not Applicable 5	
Critical 1	1 16.7 25.0 1.8	4 66.7 13.3 7.0	0 0.0 0.0 0.0	1 16.7 6.7 1.8	0 0.0 0.0 0.0	6 10.5
Very Important 2	2 5.6 50.0 3.5	20 55.6 66.7 35.1	3 8.3 60.0 5.3	10 27.8 66.7 17.5	1 2.8 33.3 1.8	36 63.2
Of moderate Importance 3	1 9.1 25.0 1.8	6 54.5 20.0 10.5	2 18.2 40.0 3.5	2 18.2 13.3 3.5	0 0.0 0.0 0.0	11 19.3
Of little Importance 4	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	1 33.3 6.7 1.8	2 66.7 66.7 3.5	3 5.3
Of no Importance 5	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	1 100.0 6.7 1.8	0 0.0 0.0 0.0	1 1.8
	4 7.0	30 52.6	5 8.8	15 26.3	3 5.3	57 100.0

This task was seen as critical or very important by 73.7% of the superintendents, and was performed or coordinated by 59.6%. The two categories were associated at the .05 level. It was of borderline importance in Group 2 schools and Group 3 schools (69.6% and 66.7%, respectively), and in schools of low vocational education budget 68.4%). School districts of moderate ($1000 - $1299) and high ($1900 +) wealth judged it important in only 55.5% and 62.5% of cases. None of the reference groups in the Phase III interviews considered it of great importance.

The superintendents in the first group of interviews said that they relied heavily on area and state in-service programs but that they also planned local in-service programs for vocational teachers. This was more frequently done by planning a subsection of the general in-service program. Several respondents, however, mentioned small schools were sponsors of local cooperative in-service programs.

It is possible that many respondents in the second series of interviews did not believe that in-service programs were planned locally because the greater emphasis for vocational staff was on state and area meetings. Nevertheless, respondents in this series mentioned the same kinds of planning as did the first group, e.g., sections for vocational teachers during the regular in-service days and planning through small school cooperatives.

Task 23. How important is it to encourage vocational teachers to continue professional growth?

	Perform 1	Coordinate 2	Direct 3	Delegate 4	Not Applicable 5	
Critical 1	7 58.3 35.0 12.3	4 33.3 19.0 7.0	1 8.3 11.1 1.8	0 0.0 0.0 0.0	0 0.0 0.0 0.0	12 21.1
Very Important 2	12 33.3 60.0 21.1	16 44.4 76.2 28.1	4 11.1 44.4 7.0	3 8.3 50.0 5.3	1 2.8 100.0 1.8	36 63.2
Of moderate Importance 3	1 12.5 5.0 1.8	1 12.5 4.8 1.8	4 50.0 44.4 7.0	2 25.0 33.3 3.5	0 0.0 0.0 0.0	8 14.0
Of little Importance 4	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	1 100.0 16.7 1.8	0 0.0 0.0 0.0	1 1.8
Of no Importance 5						
	20 35.1	21 36.8	9 15.8	6 10.5	1 1.8	57 100.0

There was considerable agreement as to the importance of this task. It was seen as critical or very important by 84.2% of the superintendents; and received a "Yes" response from 87.6% of the referent groups. Seventy-two percent of the superintendents performed or coordinated the task. There was an association between perceptions of importance and of accomplishment significant at the .05 level. [Analysis of Variance indicated that only the homemaking teachers perceived the accomplishment of the task differently from the other groups.]

Encouragement varied from verbal encouragement to financial assistance. The majority of districts provided released time for workshops, state and area meetings, and college courses. Many districts require professional advancement. Point systems based on college attendance and workshops were frequently mentioned. One problem peculiar to the field of vocational education is that a vocational teacher can be certified without a college degree; some districts are concerned about problems of professional growth for these teachers. One comment: "All teachers are vocational teachers--all teachers prepare children for jobs."

Task 24. How important is it to encourage vocational teachers to support professional organizations through membership?

	Perform 1	Coordinate 2	Direct 3	Delegate 4	Not Applicable 5	
Critical 1	7 87.5 29.2 12.3	1 12.5 6.3 1.8	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	8 14.0
Very Important 2	14 38.9 58.3 24.6	13 36.1 81.3 22.8	5 13.9 71.4 8.8	4 11.1 50.0 7.0	0 0.0 0.0 0.0	36 63.2
Of moderate Importance 3	3 27.3 12.5 5.3	1 9.1 6.3 1.8	2 18.2 28.6 3.5	4 36.4 50.0 7.0	1 9.1 50.0 1.8	11 19.3
Of little Importance 4	0 0.0 0.0 0.0	1 100.0 6.3 1.8	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	1 1.8
Of no Importance 5	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	1 100.0 50.0 1.8	1 1.8
	24 42.1	16 28.1	7 12.3	8 14.0	2 3.5	57 100.0

Seventy-seven percent of superintendents thought this task critical or very important, and 70.2% encouraged the teachers themselves. The association between the two categories was significant at the .001 level. Only 63.7% of superintendents with vocational education backgrounds thought this task important, as compared to 80.4% of superintendents without vocational education experience. Only 69.6% of superintendents in Group 2 schools considered the task important, and 64.7% of superintendents in districts with the lowest per pupil expenditure (less than $999) considered it so. In the referent group, an overall 73.3% said the task was performed, but only 57.1% of counselors said "Yes." Analysis of Variance showed no significant differences among superintendents, pricipals, and ag teachers, and no significant differences among counselors and other teachers as to how the task was accomplished; the two groups, however, were significantly different from each other. The superintendents saw themselves as much more personally involved in accomplishing the tasks than did other staff members.

Attitudes toward support of professional organizations varied from discouragement by making it difficult for teachers to attend professional meetings to active encouragement through paying teachers' professional dues. One respondent commented that membership was particularly important for teachers in small schools for purposes of professional identification. The most common response was that teachers were encouraged to belong to their organizations, but that it was basically their own responsibility. A few districts reported encouragement through released time for meetings and through payroll dues checkoffs.

Task 25. How important is it to keep staff members clearly informed as to what is expected of them?

	Perform 1	Coordinate 2	Direct 3	Delegate 4	Not Applicable 5	
Critical 1	13 52.0 68.4 22.8	9 36.0 31.0 15.8	2 8.0 50.0 3.5	1 4.0 25.0 1.8	0 0.0 0.0 0.0	25 43.9
Very Important 2	6 18.8 31.6 10.5	20 62.5 69.0 35.1	2 6.3 50.0 3.5	3 9.4 75.0 5.3	1 3.1 100.0 1.8	32 56.1
Of moderate Importance 3						
Of little Importance 4						
Of no Importance 5						
	19 33.3	29 50.9	4 7.0	4 7.0	1 1.8	57 100.0

This was the top-ranked task by superintendents. All of them ranked it critical or very important, and 84.2% of them said they performed or coordinated it. In the referent groups, 92.4% said it was performed, though the counselors dissented—only 64.3% said it was performed.

The comments indicated that keeping staff members clearly informed was accomplished through the use of newsletters, policy handbooks, and memos, with clarification as needed at faculty meetings.

Task 26. How important is it to know the requirements and procedures on how to gain approval and financial support for new vocational programs?

	Perform 1	Coordinate 2	Direct 3	Delegate 4	Not Applicable 5	
Critical 1	16 61.5 64.0 28.1	10 38.5 33.3 17.5	0 0.0 0.0 0.0		0 0.0 0.0 0.0	26 45.6
Very Important 2	9 34.6 36.0 15.8	16 61.5 53.3 28.1	1 3.8 100.0 1.8		0 0.0 0.0 0.0	26 45.6
Of moderate Importance 3	0 0.0 0.0 0.0	1 100.0 3.3 1.8	0 0.0 0.0 0.0		0 0.0 0.0 0.0	1 1.8
Of little Importance 4	0 0.0 0.0 0.0	3 100.0 10.0 5.3	0 0.0 0.0 0.0		0 0.0 0.0 0.0	3 5.3
Of no Importance 5	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0		1 100.0 100.0 1.8	1 1.8
	25 43.9	30 52.6	1 1.8		1 1.8	57 100.0

Ninety-one percent of superintendents saw this as critical or very important, 96.5% did it themselves. The two perceptions were associated at the .001 level. Eighty-nine percent of the referent groups said it was performed in their districts. As was the case with many tasks, accomplishment indicated that superintendents saw themselves as much more personally involved in the accomplishment of the task than did the others, and Analysis of Variance showed this difference as significant.

There were few comments on this task. Those who commented tended to see their program growth as limited by the size of their enrollments. A few, however, commented that they needed to be more knowledgeable in this area.

Task 27. How important is it to determine local policies to satisfy state requirements regarding purchase and reimbursement procedures?

	Perform 1	Coordinate 2	Direct 3	Delegate 4	Not Applicable 5	
Critical 1	17 60.7 65.4 29.8	11 39.3 44.0 19.3	0 0.0 0.0 0.0		0 0.0 0.0 0.0	28 49.1
Very Important 2	8 36.4 30.8 14.0	11 50.0 44.0 19.3	3 13.6 75.0 5.3		0 0.0 0.0 0.0	22 38.6
Of moderate Importance 3	0 0.0 0.0 0.0	2 66.7 8.0 3.5	1 33.3 25.0 1.8		0 0.0 0.0 0.0	3 5.3
Of little Importance 4	1 50.0 3.8 1.8	1 50.0 4.0 1.8	0 0.0 0.0 0.0		0 0.0 0.0 0.0	2 3.5
Of no Importance 5	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0		2 100.0 100.0 3.5	2 3.5
	26 45.6	25 43.9	4 7.0		2 3.5	57 100.0

This task was scored critical or very important by 87.7% of the superintendents and was performed or coordinated by 89.5% of them, an association that was significant at the .001 level. Ninety-four percent of the other respondents said it was performed in their district. Analysis of Variance, however, showed significant difference in the perceptions of accomplishment.

There were few comments on this task. Those who did comment simply said that their districts accepted state requirements without local modification.

Task 28. How important is it to develop an annual budget for the operation of vocational programs?

	Perform 1	Coordinate 2	Direct 3	Delegate 4	Not Applicable 5	
Critical 1	9 33.3 50.0 15.8	15 55.6 57.7 26.3	3 11.1 30.0 5.3	0 0.0 0.0 0.0	0 0.0 0.0 0.0	27 47.4
Very Important 2	9 36.0 50.0 15.8	10 40.0 38.5 17.5	4 16.0 40.0 7.0	1 4.0 50.0 1.8	1 4.0 100.0 1.8	25 43.9
Of moderate Importance 3	0 0.0 0.0 0.0	1 25.0 3.8 1.8	3 75.0 30.0 5.3	0 0.0 0.0 0.0	0 0.0 0.0 0.0	4 7.0
Of little Importance 4	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	1 100.0 50.0 1.8	0 0.0 0.0 0.0	1 1.8
Of no Importance 5						
	18 31.6	26 45.6	10 17.5	2 3.5	1 1.8	57 100.0

The task of budgeting was seen as critical or very important by 91.2% of superintendents; 77.2% of them said they performed or coordinated the task; the two perceptions were correlated at the .001 level. Eighty-seven percent of the referent group respondents said the task was performed in their districts, and there was no significant difference indicated by the Analysis of Variance in perception of how the task was accomplished.

Nevertheless, several respondents commented that there were not really any specific local vocational budgets, as there sometimes are for athletic and band programs; that the state allocations are spent as needed. Some respondents described a budgeting process that involved teachers, administrators and boards in a cooperative budget planning process.

Task 29. How important is it to prepare and keep adequate financial records of all vocational programs?

	Perform 1	Coordinate 2	Direct 3	Delegate 4	Not Applicable 5	
Critical 1	9 32.1 50.0 15.8	14 50.0 50.0 24.6	5 17.9 62.5 8.8	0 0.0 0.0 0.0		28 49.1
Very Important 2	7 25.9 38.9 12.3	14 51.9 50.0 24.6	3 11.1 37.5 5.3	3 11.1 100.0 5.3		27 47.4
Of moderate Importance 3	1 100.0 5.6 1.8	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0		1 1.8
Of little Importance 4						
Of no Importance 5	1 100.0 5.6 1.8	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0		1 1.8
	18 31.6	28 49.1	8 14.0	3 5.3		57 100.0

This task was ranked third in importance by superintendents, with 96.5% considering it critical or very important; 80.7% said they performed or coordinated it, but there was no significant correlation between the two. It was seen as performed in the district by 91.4% of respondents. Superintendents, principals and ag teachers perceived the accomplishment of the task in the same way, counselors and other teachers in the same way; but there were significant differences between the two perceptions at the .001 level.

There were almost no comments.

Task 30. How important is it to specify long-range needs for facilities?

	Perform 1	Coordinate 2	Direct 3	Delegate 4	Not Applicable 5	
Critical 1	3 21.4 30.0 5.3	10 71.4 31.3 17.5	1 7.1 16.7 1.8	0 0.0 0.0 0.0	0 0.0 0.0 0.0	14 24.6
Very Important 2	2 7.1 20.0 3.5	20 71.4 62.5 35.1	3 10.7 50.0 5.3	0 0.0 0.0 0.0	3 10.7 50.0 5.3	28 49.1
Of moderate Importance 3	5 41.7 50.0 8.8	1 8.3 3.1 1.8	2 16.7 33.3 3.5	3 25.0 100.0 5.3	1 8.3 16.7 1.8	12 21.1
Of little Importance 4	0 0.0 0.0 0.0	1 33.3 3.1 1.8	0 0.0 0.0 0.0	0 0.0 0.0 0.0	2 66.7 33.3 3.5	3 5.3
Of no Importance 5						
	10 17.5	32 56.1	6 10.5	3 5.3	6 10.5	57 100.0

This task was considered important by 73.7% of superintendents and was performed or coordinated by the same percentage; there is a significant correlation between the two. Only 54.6% of superintendents with a background in vocational education considered it important. Also, 69.6% of Group 2 school superintendents, 63.2% of superintendents in districts with moderate per pupil expenditure for vocational education, and 66.7% of superintendents in districts with overall per student expenditures of $1000 - $1299 considered it important. Seventy-eight percent of other groups said the task was performed in their districts. Analysis of Variance showed significant difference at the .01 level, with almost no agreement between groups.

Some of the respondents who commented said that they had recently completed new facilities for which they had made long-range plans. Some had difficulty in establishing long-range planning, citing lack of community cooperation and lack of dependable growth projections as barriers. At least one district has arranged for sharing of facilities with a nearby community college and no longer sees any need for local facilities planning.

Task 31. How important is it to develop specifications for equipment to be purchased?

	Perform 1	Coordinate 2	Direct 3	Delegate 4	Not Applicable 5	
Critical 1	0 0.0 0.0 0.0	7 77.8 25.9 12.3	2 22.2 20.0 3.5	0 0.0 0.0 0.0	0 0.0 0.0 0.0	9 15.8
Very Important 2	3 8.8 60.0 5.3	19 55.9 70.4 33.3	4 11.8 40.0 7.0	7 20.6 50.0 12.3	1 2.9 100.0 1.8	34 59.6
Of moderate Importance 3	0 0.0 0.0 0.0	1 12.5 3.7 1.8	3 37.5 30.0 5.3	4 50.0 28.6 7.0	0 0.0 0.0 0.0	8 14.0
Of little Importance 4	2 50.0 40.0 3.5	0 0.0 0.0 0.0	0 0.0 0.0 0.0	2 50.0 14.3 3.5	0 0.0 0.0 0.0	4 7.0
Of no Importance 5	0 0.0 0.0 0.0	0 0.0 0.0 0.0	1 50.0 10.0 1.8	1 50.0 7.1 1.8	0 0.0 0.0 0.0	2 3.5
	5 8.8	27 47.4	10 17.5	14 24.6	1 1.8	57 100.0

Seen as critical or very important by 75.4% of superintendents, this task is performed or coordinated by 56.2%; the two perceptions are associated at the .001 level. Sixty-eight percent of superintendents in schools that have moderate expenditures ($325 - $443 per pupil) for vocational education saw it as important, while 66.7% of superintendents in districts of moderate overall expenditures ($1000 - $1299) considered it so. Of other respondents, 72.4% said the task was performed in their districts. Counselors differed; only 64.3% believed it was done. According to Analysis of Variance, superintendents saw themselves as significantly ($p < .01$) more closely involved in accomplishment than did the other groups. Their mean response suggested that they tended to see themselves as coordinating this task; other groups saw them as directing or delegating the task.

Superintendents tended to rely on state requirements for equipment specifications, though some said they had local specifications for large equipment. Smaller districts indicated that service on equipment was a matter of concern.

Task 32. How important is it to schedule vocational facilities for maximum utilization by students and teachers?

	Perform 1	Coordinate 2	Direct 3	Delegate 4	Not Applicable 5	
Critical 1	1 11.1 100.0 1.8	4 44.4 16.0 7.0	3 33.3 30.0 5.3	1 11.1 4.8 1.8		9 15.8
Very Important 2	0 0.0 0.0 0.0	20 54.1 80.0 35.1	6 16.2 60.0 10.5	11 29.7 52.4 19.3		37 64.9
Of moderate Importance 3	0 0.0 0.0 0.0	1 12.5 4.0 1.8	1 12.5 10.0 1.8	6 75.0 28.6 10.5		8 14.0
Of little Importance 4	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	3 100.0 14.3 5.3		3 5.3
Of no Importance 5						
	1 1.8	25 43.9	10 17.5	21 36.8		57 100.0

There was close agreement among the different groups of superintendents on the importance of this task, with 80.7% considering it critical or very important, and only the superintendents in districts of moderate per pupil expenditure ($1000 - $1299) differed. Of the differing group only 61.1% thought the task important and only 45.7% performed or coordinated the task, while 54.3% directed or delegated it. Ninety-one percent of the other respondents said the task was performed in their districts. There was agreement among all groups except high school principals as to the superintedents' role in the accomplishment of the task.

Most of those who commented said that there were no problems in optimal scheduling, and that the principals and teachers worked together to achieve the desired result. A few, however, felt that these expensive facilities were not used to their fullest potential. One respondent suggested that the rules be changed so that the facilities could be used for junior high industrial arts programs when not in use for vocational courses. Another respondent, speaking to the same issue, foresaw possible conflicts between teachers over facilities' use.

Task 35. How important is it to maintain an inventory of tools, supplies and equipment assigned to vocational programs?

	Perform 1	Coordinate 2	Direct 3	Delegate 4	Not Applicable 5	
Critical 1	0 0.0 0.0 0.0	8 40.0 57.1 14.0	5 25.0 50.0 8.8	7 35.0 22.6 12.3		20 35.1
Very Important 2	2 6.3 100.0 3.5	5 15.6 35.7 8.8	5 15.6 50.0 8.8	20 62.5 64.5 35.1		32 56.1
Of moderate Importance 3	0 0.0 0.0 0.0	1 20.0 7.1 1.8	0 0.0 0.0 0.0	4 80.0 12.9 7.0		5 8.8
Of little Importance 4						
Of no Importance 5						
	2 3.5	14 24.6	10 17.5	31 54.4		57 100.0

This task was considered important by 91.2% of superintendents; 71.9% of them directed or delegated the task. There was no significant correlation between perceptions of importance and of accomplishment. Ninety-six percent of other respondents said the task was performed in their district. There were almost no comments.

Task 36. How important is it to arrange for maintenance, repair and day-to-day supervision of vocational facilities and equipment?

	Perform 1	Coordinate 2	Direct 3	Delegate 4	Not Applicable 5	
Critical 1	0 0.0 0.0 0.0	7 58.3 36.8 12.3	1 8.3 14.3 1.8	4 33.3 13.3 7.0		12 21.2
Very Important 2	1 3.1 100.0 1.8	10 31.3 52.6 17.5	5 15.6 71.4 8.8	16 50.0 53.3 28.1		32 56.1
Of moderate Importance 3	0 0.0 0.0 0.0	2 18.2 10.5 3.5	1 9.1 14.3 1.8	8 72.7 26.7 14.0		11 19.3
Of little Importance 4	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	2 100.0 6.7 3.5		2 3.5
Of no Importance 5						
	1 1.8	19 33.3	7 12.3	30 52.6		57 100.0

Seventy-seven percent of superintendents saw this task as critical or very important; 64.9% of them preferred to direct or delegate it. There were no significant associations between the two. Sixty-nine percent of superintendents in schools with the highest per pupil expenditure for vocational education ($444 or more) thought it important, as did 50% of those with the highest overall expenditure ($1900 or more). Ninety-seven percent of other respondents said it was performed in their districts. This was the highest ranking task in that respect. There were no significant differences in perceptions of accomplishment.

There were few comments on the task.

Task 37. How important is it to insure that health and safety standards are maintained?

	Perform 1	Coordinate 2	Direct 3	Delegate 4	Not Applicable 5	
Critical 1	3 9.6 100.0 5.3	13 40.6 72.2 22.8	8 25.0 61.5 14.0	8 25.0 34.8 14.0		32 56.1
Very Important 2	0 0.0 0.0 0.0	5 21.7 27.8 8.8	5 21.7 38.5 8.8	13 56.5 56.5 22.8		23 40.4
Of moderate Importance 3	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	2 100.0 8.7 3.5		2 3.5
Of little Importance 4						
Of no Importance 5						
	3 5.3	18 31.6	13 22.8	23 40.4		57 100.0

This task was tied for third place in importance, with 96.5% of superintendents ranking it critical or very important, 63.2% directing or delegating it, and no significant association between the two. Ninety-five percent of other respondents said it was performed in their districts. There were differences, significant at the .05 level, in perceptions of the superintendent's role in accomplishing the task, with no clear patterns of agreement or disagreement.

Comments indicated that respondents tried to maintain standards and were constantly on the alert to prevent hazards. However, some felt that there was no way to do the job completely. Some concern was expressed about OSHA standards and rules.

Task 39. How important is it to prepare news releases on activities of the vocational program for the news media?

	Perform 1	Coordinate 2	Direct 3	Delegate 4	Not Applicable 5	
Critical 1	0 0.0 0.0 0.0	0 0.0 0.0 0.0	1 23.7 11.1 1.8	2 66.7 6.3 3.5	0 0.0 0.0 0.0	3 5.3
Very Important 2	1 2.6 100.0 1.8	12 31.6 92.3 21.1	6 15.8 66.7 10.5	18 47.4 56.3 31.6	1 2.6 50.0 1.8	38 66.7
Of moderate Importance 3	0 0.0 0.0 0.0	1 7.7 7.7 1.8	2 15.4 22.2 3.5	10 76.9 31.3 17.5	0 0.0 0.0 0.0	13 22.8
Of little Importance 4	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	2 100.0 6.3 3.5	0 0.0 0.0 0.0	2 3.5
Of no Importance 5	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	1 100.0 50.0 1.8	1 1.8
	1 1.8	13 22.8	9 15.8	32 56.1	2 3.5	57 100.0

News coverage was seen as important by 71.9% of all superintendents, 71.9% also directed or delegated the task of preparing news releases. The association between the two was significant at the .01 level. This was the only task in the category of Communications and Community Relations that was seen as critical or very important by 70% or more of superintendents. Superintendents with vocational education backgrounds did not share the general sentiment; only 63.6% considered the task important. Sixty-five percent of superintendents in Group 2 districts thought it important; 57.9% of those in the districts with the highest vocational education expenditure ($444 or more); 61.1% of those in moderately wealthy districts ($1000 - $1299) and 50% of those in wealthy ($1900 +) districts. However, 93.3% of referent group respondents said the task was done in their districts. While accomplishment showed a variation at the .05 level, no clear pattern of differences emerged.

One clue to the differing perceptions of this task may lie in the nature of the local news media. Some districts had no local or nearby papers or radio stations. More had a local weekly newspaper. A few had access to big city papers. The quality of cooperation between

school and news media also varied, with most districts reporting excellent coverage, and a few noting a lack of interest. One superintendent said the paper printed everything about the local program, another said there were only occasional stories. One superintendent noted the importance to the students of seeing their names in print.

Task 47. How important is it to appraise teachers' performance in relation to instructional goals?

	Perform 1	Coordinate 2	Direct 3	Delegate 4	Not Applicable 5	
Critical 1	2 11.1 25.0 3.5	13 72.2 43.3 22.8	2 11.1 33.3 3.5	1 5.6 8.3 1.8	0 0.0 0.0 0.0	18 31.6
Very Important 2	6 17.6 75.0 10.5	16 47.1 53.3 28.1	3 8.8 50.0 5.3	9 26.5 75.0 15.8	0 0.0 0.0 0.0	34 59.6
Of moderate Importance 3	0 0.0 0.0 0.0	1 20.0 3.3 1.8	1 20.0 16.7 1.8	2 40.0 16.7 3.5	1 20.0 100.0 1.8	5 8.8
Of little Importance 4						
Of no Importance 5						
	8 14.0	30 52.6	6 10.5	12 21.1	1 1.8	57 100.0

Ninety-one percent of superintendents considered this task important, 66.6% performed or coordinated it. The association between the two was significant at the .05 level. Ninety percent of the other respondents said it was performed in their districts. Analysis of Variance showed significant difference at the .001 level in perception of the superintendent's role in accomplishing the task. The superintendents saw themselves more closely involved than did any other group.

While some comments indicated a concern for clearer goal definition, almost all of those who commented considered that this type of evaluation was becoming increasingly important as the public demand for accountability grows more important. Some showed an interest in involving the School Board and the community in the evaluation process.

Task 48. How important is it to evaluate courses of study, course outlines, performance objectives and other instructional materials developed by vocational teachers?

	Perform 1	Coordinate 2	Direct 3	Delegate 4	Not Applicable 5	
Critical 1	1 14.3 25.0 1.8	6 85.7 20.0 10.5	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	7 12.3
Very Important 2	1 2.9 25.0 1.8	23 67.6 76.7 40.4	4 11.8 44.4 7.0	6 17.6 46.2 10.5	0 0.0 0.0 0.0	34 59.6
Of moderate Importance 3	2 13.3 50.0 3.5	1 6.7 3.3 1.8	5 33.3 55.6 8.8	6 40.0 46.2 10.5	1 6.7 100.0 1.8	15 26.3
Of little Importance 4	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	1 100.0 7.7 1.8	0 0.0 0.0 0.0	1 1.8
Of no Importance 5						
	4 7.0	30 52.6	9 15.8	13 22.8	1 1.8	57 100.0

Seventy-two percent of superintendents considered this task critical or very important and 59.6% performed or coordinated it. The association between the two was significant at the .05 level. Superintendents with no background in vocational education were less concerned (69.6%) than those with such a background (81.8%). Seventy-nine percent of Group 1 school superintendents saw it as important; less than 70% of the other two groups did so. Seventy-nine percent of the schools spending the least onvocational education saw it as important; 68.4% of the other two groups did so. The least wealthy and most wealthy district superintendents saw this as an important task, 76.5% and 87.5% of the time, respectively; less than 70% of the superintendents in moderately wealthy districts did so. Only 69.5% of respondents in the referent groups said that the task was performed in their districts. Analysis of Variance showed significant difference ($p < .001$) in perception of accomplishment. The agriculture teachers agreed with the superintendents' assessments; all other groups differed.

There were few comments on the task. Those that were made indicated that few teacher-made materials are used in vocational education and that evaluation is chiefly directed to making sure the programs are effective.

APPENDIX G

NON-CRITICAL TASKS

The Non-Critical Tasks

While the remaining 24 tasks were considered critical or very important by less than 70% of the superintendents who were interviewed, all of them were so rated by some. All of the tasks were selected because they appeard in the litarature or were mentioned by practitioners as being important to the administration of vocational education. On the following pages, cross-tabulations (Importance and Accomplishment) of these tasks are shown and some of the comments are summarized. Reference to tables will show further detail.

Task 4. How important is it to write a handbook of policies concerning vocational programs?

	Perform 1	Coordinate 2	Direct 3	Delegate 4	Not Applicable 5	
Critical 1	0 0.0 0.0 0.0	1 50.0 4.2 1.8	1 50.0 16.7 1.8	0 0.0 0.0 0.0	0 0.0 0.0 0.0	2 3.5
Very Important 2	2 10.0 100.0 3.5	13 65.0 54.2 22.8	2 10.0 33.3 3.5	1 5.0 9.1 1.8	2 10.0 14.3 3.5	20 35.1
Of moderate Importance 3	0 0.0 0.0 0.0	9 42.9 37.5 15.8	3 14.3 50.0 5.3	8 38.1 72.7 14.0	1 4.8 7.1 1.8	21 36.8
Of little Importance 4	0 0.0 0.0 0.0	1 12.5 4.2 1.8	0 0.0 0.0 0.0	2 25.0 18.2 3.5	5 62.5 35.7 8.8	8 14.0
Of no Importance 5	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	6 100.0 42.9 10.5	6 10.5
	2 3.5	24 42.1	6 10.5	11 19.3	14 24.6	57 100.0

Vocational programs are generally included in the disctrict's board policy handbook, with no separate handbook for vocational education. In addition, there is a state policy handbook issued by the Texas Education Agency. Some comments: "Policies are made to be broken. They must be continuously brought up to date—kept flexible."

"There is a problem with all policy handbooks—by the time they are finished, they are outdated."

Task 5. How important is it to establish goals for vocational programs to meet the special needs of minorities, women and handicapped students?

	Perform 1	Coordinate 2	Direct 3	Delegate 4	Not Applicable 5	
Critical 1	0 0.0 0.0 0.0	2 50.0 11.8 3.5	1 25.0 6.7 1.8	1 25.0 8.3 1.8	0 0.0 0.0 0.0	4 7.0
Very Important 2	0 0.0 0.0 0.0	11 45.8 64.7 19.3	7 29.2 46.7 12.3	4 16.7 33.3 7.0	2 8.3 16.7 3.5	24 42.1
Of moderate Importance 3	1 7.1 100.0 1.8	2 14.3 11.8 3.5	7 50.0 46.7 12.3	4 28.6 33.3 7.0	0 0.0 0.0 0.0	14 24.6
Of little Importance 4	0 0.0 0.0 0.0	2 22.2 11.8 3.5	0 0.0 0.0 0.0	3 33.3 25.0 5.3	4 44.4 33.3 7.0	9 15.8
Of no Importance 5	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	6 100.0 50.0 10.5	6 10.5
	1 1.8	17 29.8	15 26.3	12 21.1	12 21.1	57 100.0

The majority of superintendents said that every vocational program was open to all students and that no special goals were designed for any of the special groups mentioned. Some of the smaller districts said they had no handicapped students and no minority students. A few districts had established special goals for handicapped students, and as a result, had Vocational Adjustment Classes. No special goals were considered necessary for girls.

Task 7. How important is it to secure the services of the Division of Public School Occupational Programs of the Texas Education Agency for program development?

	Perform 1	Coordinate 2	Direct 3	Delegate 4	Not Applicable 5	
Critical 1	5 45.5 33.3 8.8	5 45.5 23.8 8.8	1 9.1 25.0 1.8	0 0.0 0.0 0.0	0 0.0 0.0 0.0	11 19.3
Very Important 2	4 16.7 26.7 7.0	12 50.0 57.1 21.1	2 8.3 50.0 3.5	6 25.0 50.0 10.5	0 0.0 0.0 0.0	24 42.1
Of moderate Importance 3	2 18.2 13.3 3.5	4 36.4 19.0 7.0	1 9.1 25.0 1.8	3 27.3 25.0 5.3	1 9.1 20.0 1.8	11 19.3
Of little Importance 4	4 50.0 26.7 7.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	3 37.5 25.0 5.3	1 12.5 20.0 1.8	8 14.0
Of no Importance 5	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	3 100.0 60.0 5.3	3 5.3
	15 26.3	21 36.8	4 7.0	12 21.1	5 8.8	57 100.0

Area supervisors were mentioned by some respondents as playing a significant role in program development. However, there were some respondents who felt that TEA personnel did not show enough flexibility. A more serious concern was that there were not enough on-site visits by Department personnel.

This was considered a matter of some importance since, according to some superintendents, state policy determines curriculum and largely determines the kind of program a district can have. At least one respondent said he did not feel completely aware of the function of the Division. Several complained of the amount of paperwork required.

Task 8. How important is it to establish criteria for admission of students into vocational programs?

	Perform 1	Coordinate 2	Direct 3	Delegate 4	Not Applicable 5	
Critical 1	0 0.0 0.0 0.0	3 75.0 16.7 5.3	1 25.0 9.1 1.8	0 0.0 0.0 0.0	0 0.0 0.0 0.0	4 7.0
Very Important 2	1 5.0 100.0 1.8	9 45.0 50.0 15.8	4 20.0 36.4 7.0	6 30.0 66.7 10.5	0 0.0 0.0 0.0	20 35.1
Of moderate Importance 3	0 0.0 0.0 0.0	6 50.0 33.3 10.5	3 25.0 27.3 5.3	2 16.7 22.2 3.5	1 8.3 5.6 1.8	12 21.1
Of little Importance 4	0 0.0 0.0 0.0	0 0.0 0.0 0.0	3 37.5 27.3 5.3	1 12.5 11.1 1.8	4 50.0 22.2 7.0	8 14.0
Of no Importance 5	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	13 100.0 72.2 22.8	13 22.8
	1 1.8	18 31.6	11 19.3	9 15.8	18 31.6	57 100.0

The majority of schools in the sample had few if any admission criteria, except those required by state guidelines. The most usual comments were like the following:

"Anyone can take voc ed."

"Everyone takes voc ed."

"We don't set any criteria."

"Only three kids in the last 6 years haven't been in ag or homemaking."

The reason appears to be, from the comments, that in small school districts there are so few students that there can be no programs unless nearly all students are included.

Superintendents and others also commented that student interest and aptitude consituted an informal criterion, that an attempt was made to fit each student into the proper program, and that counselors helped with this task. Further, criteria should be set for each individual student, so that each student could have a trade, and courses should be made attractive and interesting in order to attract students.

Task 9. How important is it to develop criteria for the selection of training stations for the vocational cooperative programs?

	Perform 1	Coordinate 2	Direct 3	Delegate 4	Not Applicable 5	
Critical 1		0 0.0 0.0 0.0	0 0.0 0.0 0.0	7 87.5 31.8 12.3	1 12.5 5.3 1.8	8 14.0
Very Important 2		6 25.0 85.7 10.5	7 29.2 77.8 12.3	11 45.8 50.0 19.3	0 0.0 0.0 0.0	24 42.1
Of moderate Importance 3		1 14.3 14.3 1.8	2 28.6 22.2 3.5	4 57.1 18.2 7.0	0 0.0 0.0 0.0	7 12.3
Of little Importance 4		0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	1 100.0 5.3 1.8	1 1.8
Of no Importance 5		0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	17 100.0 89.5 29.8	17 29.8
		7 12.3	9 15.8	22 38.6	19 33.3	57 100.0

This task was applicable only to those districts that had cooperative programs. Most respondents said that they accepted TEA guidelines. Small-town districts acknowledged that they had so few training stations that they had to take what was available. One respondent felt that area supervisors should help secure needed innovations in training station assignments.

One respondent commented on the importance to students of having a good atmosphere in their first jobs. Another said that a personal visit and interview at every potential training station was important. Some showed considerable ingenuity in the selection of training stations while meeting state guidelines.

Task 10. How important is it to establish exploratory programs at all levels to assit students in making career choices and selecting appropriate preparatory experience?

	Perform 1	Coordinate 2	Direct 3	Delegate 4	Not Applicable 5	
Critical 1		1 16.7 6.7 1.8	5 83.3 45.5 8.8	0 0.0 0.0 0.0	0 0.0 0.0 0.0	6 10.5
Very Important 2		10 40.0 66.7 17.5	2 8.0 18.2 3.5	11 44.0 57.9 19.3	2 8.0 16.7 3.5	25 43.9
Of moderate Importance 3		3 17.6 20.0 5.3	4 23.5 36.4 7.0	7 41.2 36.8 12.3	3 17.6 25.0 5.3	17 29.8
Of little Importance 4		0 0.0 0.0 0.0	0 0.0 0.0 0.0	1 25.0 5.3 1.8	3 75.0 25.0 5.3	4 7.0
Of no Importance 5	1	1 20.0 6.7 1.8	0 0.0 0.0 0.0	0 0.0 0.0 0.0	4 80.0 33.3 7.0	5 8.8
		15 26.3	11 19.3	19 33.3	12 21.1	57 100.0

Almost all respondents who commented on this task did so in terms of career education. Comments revealed, in many cases, a lack of understanding of the concept and a reluctance to change. As one respondent put it: "Public schools are not the place for exploratory programs. We should give students proven educational experiences."

Except in a very few cases, career education was mentioned in terms of pilot programs. Some of these were at the elementary level, some at junior high, some across all grade levels. But no defined method or established program seemed to have yet been developed. Only one respondent mentioned a junior-high occupational orientation program. Several mentioned career days and cooperation with outside agencies for helping students to explore career alternatives.

Task 12. How important is it to assist in placement of vocational graduates and to maintain placement records?

	Perform 1	Coordinate 2	Direct 3	Delegate 4	Not Applicable 5	
Critical 1	0 0.0 0.0 0.0	1 20.0 12.5 1.8	2 40.0 25.0 3.5	2 40.0 6.5 3.5	0 0.0 0.0 0.0	5 8.8
Very Important 2	0 0.0 0.0 0.0	5 17.9 62.5 8.8	3 10.7 37.5 5.3	17 60.7 54.8 29.8	3 10.7 33.3 5.3	28 49.1
Of moderate Importance 3	1 7.7 100.0 1.8	2 15.4 25.0 3.5	3 23.1 37.5 5.3	7 53.8 22.6 12.3	0 0.0 0.0 0.0	13 22.8
Of little Importance 4	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	4 57.1 12.9 7.0	3 42.9 33.3 5.3	7 12.3
Of no Importance 5	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	1 25.0 3.2 1.8	3 75.0 33.3 5.3	4 7.0
	1 1.8	8 14.0	8 14.0	31 54.4	9 15.8	57 100.0

In some cases, probes were needed to expand the discussion of this task beyond the level of the state requirement of student follow-up. In general, these follow-up programs were not considered effective. One respondent said, "The only value of the program is that it helps schools to make future plans better."

Probing revealed the fact that in districts with vocational co-operative programs, students often retain their coop jobs after graduation. Some respondents considered this job placement.

Some said they did not assist with placement but did maintain placement records; others said the exact opposite: they did assist with placement but did not maintain records. Several said their placement programs were limited because of limited personnel.

Some superintendents said they were hampered in job placement efforts because of the small size of their communities; others said they were helped in their efforts by the same condition: "We really know the student and the jobs because of our small size." "All the students and their families are personally known." "We can give special attention to the special needs of individual students."

In general, however, placement and follow-up programs were described as extremely limited.

Task 13. How important is it to develop youth organizations for vocational students?

	Perform 1	Coordinate 2	Direct 3	Delegate 4	Not Applicable 5	
Critical 1		0 0.0 0.0 0.0	1 50.0 9.1 1.8	1 50.0 2.3 1.8	0 0.0 0.0 0.0	2 3.5
Very Important 2		2 7.4 100.0 3.5	4 14.8 36.4 7.0	21 77.8 48.8 36.8	0 0.0 0.0 0.0	27 47.4
Of moderate Importance 3		0 0.0 0.0 0.0	5 21.7 45.5 8.8	18 78.3 41.9 31.6	0 0.0 0.0 0.0	23 40.4
Of little Importance 4		0 0.0 0.0 0.0	1 25.0 9.1 1.8	3 75.0 7.0 5.3	0 0.0 0.0 0.0	4 7.0
Of no Importance 5		0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	1 100.0 100.0 1.8	1 1.8
		2 3.5	11 19.3	43 75.4	1 1.8	57 100.0

This task is an example of the gap which sometimes exists between what the state requires and what practitioners in the field consider important. Only 50.1% of superintendents rated this task critical or very important. The other half did not. Some superintendents who had appreciation plaques from Future Farmers of America clubs or Future Homemakers of America clubs or Home Economics and Related Occupations (HERO) chapters on their walls said such clubs were of moderate or little importance, although 95.2% of respondents in the Phase III interviews said the task was performed in their district.

There were few comments on the task, though one respondent was very proud of a national award received by his FFA group, while other respondents mentioned the difficulty of arranging times for meetings and activities.

Task 14. How important is it to develop vocational programs for out-of-school youth and adults?

	Perform 1	Coordinate 2	Direct 3	Delegate 4	Not Applicable 5	
Critical 1	0 0.0 0.0 0.0	1 33.3 12.5 1.8	1 33.3 20.0 1.8	1 33.3 3.2 1.8	0 0.0 0.0 0.0	3 5.3
Very Important 2	0 0.0 0.0 0.0	6 31.6 75.0 10.5	1 5.3 20.0 1.8	11 57.9 35.5 19.3	1 5.3 8.3 1.8	19 33.3
Of moderate Importance 3	1 5.3 100.0 1.8	1 5.3 12.5 1.8	2 10.5 40.0 3.5	13 68.4 41.9 22.8	2 10.5 16.7 3.5	19 33.3
Of little Importance 4	0 0.0 0.0 0.0	0 0.0 0.0 0.0	1 9.1 20.0 1.8	6 54.5 19.4 10.5	4 36.4 33.3 7.0	11 19.3
Of no Importance 5	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	5 100.0 41.7 8.8	5 8.8
	1 1.8	8 14.0	5 8.8	31 54.4	12 21.1	57 100.0

While this task was considered of great importance by only 38.6% of superintendents, it did elicit a great deal of comment. Mention was made of short courses for adults in the community, some conducted by the vocational teachers, others by county agents. The ones most frequently mentioned were welding and tractor maintenance, soil conservation, and sewing. Young Farmers and Young Homemakers programs were also mentioned. Several respondents said that courses for adults had previously been tried and had failed because of a lack of participation. A few had active adult and community education programs, including vocational education; others felt a need for such programs and were exploring the possibility of establishing them.

A few mentioned adult vocational courses conducted by nearby community colleges and said they did not feel they should compete.

Task 15. How important is it to analyze the occupational market in the community for students in minority groups, women, the handicapped and underemployed persons?

	Perform 1	Coordinate 2	Direct 3	Delegate 4	Not Applicable 5	
Critical 1	0 0.0 0.0 0.0	0 0.0 0.0 0.0	1 25.0 9.1 1.8	3 75.0 15.8 5.3	0 0.0 0.0 0.0	4 7.0
Very Important 2	0 0.0 0.0 0.0	7 38.9 53.8 12.3	4 22.2 36.4 7.0	6 33.3 31.6 10.5	1 5.6 7.7 1.8	18 31.6
Of moderate Importance 3	0 0.0 0.0 0.0	3 17.6 23.1 5.3	5 29.4 45.5 8.8	8 47.1 42.1 14.0	1 5.9 7.7 1.8	17 29.8
Of little Importance 4	1 7.7 100.0 1.8	2 15.4 15.4 3.5	1 7.7 9.1 1.8	2 15.4 10.5 3.5	7 53.8 53.8 12.3	13 22.8
Of no Importance 5	0 0.0 0.0 0.0	1 20.0 7.7 1.8	0 0.0 0.0 0.0	0 0.0 0.0 0.0	4 80.0 30.8 7.0	5 8.8
	1 1.8	13 22.8	11 19.3	19 33.3	13 22.8	57 100.0

On the whole, local surveys and market analyses were not done on any formal basis. Most superintendents indicated that job markets were analyzed—very informally—for all students. And in some communities the task did not arise: "There is no occupational market here." "There is no job market—everyone leaves." "This community is 100% agricultural.". Or, "We have no minority students." Provision for handicapped students was considered to be a job for small school cooperatives.

In the larger districts, or those close to larger communities, the reports of the Texas Education Agency, the Texas Employment Commission, and the Education Service Centers are used to analyze job markets.

The special problems of jobs for women occasioned no comment.

Task 16. How important is it to develop vocational training programs for students in minority groups, women, the handicapped and underemployed persons?

	Perform 1	Coordinate 2	Direct 3	Delegate 4	Not Applicable 5	
Critical 1		1 20.0 6.7 1.8	2 40.0 18.2 3.5	2 40.0 13.3 3.5	0 0.0 0.0 0.0	5 8.8
Very Important 2		12 54.5 80.0 21.1	3 13.6 27.3 5.3	6 27.3 40.0 10.5	1 4.5 6.3 1.8	22 38.6
Of moderate Importance 3		0 0.0 0.0 0.0	4 30.8 36.4 7.0	5 38.5 33.3 8.8	4 30.8 25.0 7.0	13 22.8
Of little Importance 4		2 22.2 13.3 3.5	2 22.2 18.2 3.5	2 22.2 13.3 3.5	3 33.3 18.8 5.3	9 15.8
Of no Importance 5		0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	8 100.0 50.0 14.0	8 14.0
		15 26.3	11 19.3	15 26.3	16 28.1	57 100.0

Training programs for special groups were, for the most part, non-existent in the small districts. Vocational programs were planned for all, chiefly because the numbers were small.

One district sent students in special groups to an area vocational school, one mentioned working with a nearby junior college to address this problem. One saw Coordinated Vocational Academic Education (CVAE) as an attempt to meet special training needs. Cosmetology for women and Vocational Adjustment Class (VAC) for the handicapped were the most frequently-mentioned attempts to provide locally for special needs.

Only one respondent mentioned a systematic attempt to address the problem. "We are attempting to [develop vocational training programs] by individualizing and by planning for each unit. We look at sex and socioeconomic status and consider each aspect in planning new programs. We apply for programs that will fit both student needs and community needs."

Task 17. How important is it to include the grades below grade seven in the vocational program?

	Perform 1	Coordinate 2	Direct 3	Delegate 4	Not Applicable 5	
Critical 1						
Very Important 2		2 20.0 100.0 3.5	1 10.0 100.0 1.8	2 20.0 33.3 3.5	5 50.0 10.4 8.8	10 17.5
Of moderate Importance 3		0 0.0 0.0 0.0	0 0.0 0.0 0.0	2 20.0 33.3 3.5	8 80.0 16.7 14.0	10 17.5
Of little Importance 4		0 0.0 0.0 0.0	0 0.0 0.0 0.0	2 9.5 33.3 3.5	19 90.5 39.6 33.3	21 36.8
Of no Importance 5		0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	16 100.0 33.3 28.1	16 28.1
		2 3.5	1 1.8	6 10.5	48 84.2	57 100.0

This was the task ranked lowest in Importance. No superintendent ranked it critical; only 17.5% ranked it very important, and of these, half said it was not performed in their district. Ten repondents (9.5%) in the second group said it was performed in their district.

Several respondents felt that any vocational programs at the elementary level would only serve to distract from the basics needed in the early grades. Some said that even grade 9 was too early. One respondent, however, thought that earlier attention to vocational education might help to prevent dropouts, which he saw as increasing. Respondents in schools which were pilot-testing vocational mini-courses in earlier grades said these were not being evaluated.

Task 19. How important is it to involve the community in the planning of vocational programs?

	Perform 1	Coordinate 2	Direct 3	Delegate 4	Not Applicable 5	
Critical 1	1 16.7 33.3 1.8	4 66.7 12.9 7.0	1 16.7 10.0 1.8	0 0.0 0.0 0.0	0 0.0 0.0 0.0	6 10.5
Very Important 2	0 0.0 0.0 0.0	18 60.0 58.1 31.6	6 20.0 60.0 10.5	5 16.7 50.0 8.8	1 3.3 33.3 1.8	30 52.6
Of moderate Importance 3	2 13.3 66.7 3.5	6 40.0 19.4 10.5	2 13.3 20.0 3.5	5 33.3 50.0 8.8	0 0.0 0.0 0.0	15 26.3
Of little Importance 4	0 0.0 0.0 0.0	3 60.0 9.7 5.3	1 20.0 10.0 1.8	0 0.0 0.0 0.0	1 20.0 33.3 1.8	5 8.8
Of no Importance 5	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	1 100.0 33.3 1.8	1 1.8
	3 5.3	31 54.4	10 17.5	10 17.5	3 5.3	57 100.0

Community involvement in planning was repeatedly described as limited and too seldom done. Informal input from community people was described as the best mode of operation in small communities. In fact, several respondents said they involved the community informally in decision-making as far as possible. Superintendents described themselves as being "in close, informal contact with the entire community." "In our community, parents have a say." "Local citizens have better insights into local needs."

On the other hand, some respondents said they involved the community only in such chores as finding coop training stations. They said: "It's hard to get community people together." "Only a few get involved, and those few seem to want to control." "They like to be involved, but they offer very little." "Are they qualified? They're not acquainted with state regulations and guidelines."

Task 21. How important is it to evaluate salary schedules for vocational staff?

	Perform 1	Coordinate 2	Direct 3	Delegate 4	Not Applicable 5	
Critical 1	3 75.0 13.6 5.3	1 25.0 5.9 1.8	0 0.0 0.0 0.0		0 0.0 0.0 0.0	4 7.0
Very Important 2	9 52.9 40.9 15.8	6 35.3 35.3 10.5	0 0.0 0.0 0.0		2 11.8 12.5 3.5	17 29.8
Of moderate Importance 3	6 31.6 27.3 10.5	10 52.6 58.8 17.5	2 10.5 100.0 3.5		1 5.3 6.3 1.8	19 33.3
Of little Importance 4	3 50.0 13.6 5.3	0 0.0 0.0 0.0	0 0.0 0.0 0.0		3 50.0 18.8 5.3	6 10.5
Of no Importance 5	1 9.1 4.5 1.8	0 0.0 0.0 0.0	0 0.0 0.0 0.0		10 90.9 62.5 17.5	11 19.3
	22 38.6	17 29.8	2 3.5		16 28.1	57 100.0

Some preliminary investigation had indicated that evaluation of salary schedules was important because of the problems of non-degreed teachers and of obtaining qualified teachers in some vocational areas. However, only 38.6% of superintendents considered this an important task. Almost all of those who commented said that vocational teachers were paid at the same rate as other teachers. Only two acknowledged that it was sometimes difficult to get qualified teachers at state base salaries.

Task 33. How important is it to arrange for additional facilities and equipment needed to accommodate expanded enrollments?

	Perform 1	Coordinate 2	Direct 3	Delegate 4	Not Applicable 5	
Critical 1	2 20.0 18.2 3.5	7 70.0 28.0 12.3	1 10.0 14.3 1.8	0 0.0 0.0 0.0	0 0.0 0.0 0.0	10 17.5
Very Important 2	7 24.1 63.6 12.3	15 51.7 60.0 26.3	4 13.8 57.1 7.0	2 6.9 100.0 3.5	1 3.4 8.3 1.8	29 50.9
Of moderate Importance 3	2 33.3 18.2 3.5	3 50.0 12.0 5.3	1 16.7 14.3 1.8	0 0.0 0.0 0.0	0 0.0 0.0 0.0	6 10.5
Of little Importance 4	0 0.0 0.0 0.0	0 0.0 0.0 0.0	1 25.0 14.3 1.8	0 0.0 0.0 0.0	3 75.0 25.0 5.3	4 7.0
Of no Importance 5	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	8 100.0 66.7 14.0	8 14.0
	11 19.3	25 43.9	7 12.3	2 3.5	12 21.1	57 100.0

This task is obviously not an urgent one in districts where enrollment is not increasing. While 68.4% of superintendents considered it important, most of the others simply commented that their enrollments were decreasing. A few had more students but less money, and some were meeting their expansion needs by cooperative arrangements with junior colleges.

Task 34. How important is it to arrange for additional facilities and equipment needed for technological changes in vocational courses?

	Perform 1	Coordinate 2	Direct 3	Delegate 4	Not Applicable 5	
Critical 1	1 20.0 14.3 1.8	3 60.0 10.7 5.3	1 20.0 8.3 1.8	0 0.0 0.0 0.0	0 0.0 0.0 0.0	5 8.8
Very Important 2	3 10.3 42.9 5.3	19 65.5 67.9 33.3	4 13.8 33.3 7.0	3 10.3 42.9 5.3	0 0.0 0.0 0.0	29 50.9
Of moderate Importance 3	2 11.8 28.6 3.5	5 29.4 17.9 8.8	5 29.4 41.7 8.8	4 23.5 57.1 7.0	1 5.9 33.3 1.8	17 29.8
Of little Importance 4	1 25.0 14.3 1.8	1 25.0 3.6 1.8	2 50.0 16.7 3.5	0 0.0 0.0 0.0	0 0.0 0.0 0.0	4 7.0
Of no Importance 5	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	2 100.0 66.7 3.5	2 3.5
	7 12.3	28 49.1	12 21.1	7 12.3	3 5.3	57 100.0

This task was sometimes accomplished through contractural arrangements with other agencies. Some said they try to keep up with new developments, and to respond to needs expressed by professional staff. On the whole, the task did not seem to present great problems. One superintendent, however, said, "People expect equipment to be used for 100 years."

Task 38. How important is it to arrange for use of the vocational facilities for groups other than regular students in the vocational program?

	Perform 1	Coordinate 2	Direct 3	Delegate 4	Not Applicable 5	
Critical 1	0 0.0 0.0 0.0	1 50.0 5.9 1.8	0 0.0 0.0 0.0	1 50.0 5.6 1.8	0 0.0 0.0 0.0	2 3.5
Very Important 2	1 6.7 50.0 1.8	7 46.7 41.2 12.3	2 13.3 20.0 3.5	5 33.3 27.8 8.8	0 0.0 0.0 0.0	15 26.3
Of moderate Importance 3	1 4.0 50.0 1.8	5 20.0 29.4 8.8	8 32.0 80.0 14.0	10 40.0 55.6 17.5	1 4.0 10.0 1.8	25 43.9
Of little Importance 4	0 0.0 0.0 0.0	4 40.0 23.5 7.0	0 0.0 0.0 0.0	2 20.0 11.1 3.5	4 40.0 40.0 7.0	10 17.5
Of no Importance 5	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	5 100.0 50.0 8.8	5 8.8
	2 3.5	17 29.8	10 17.5	18 31.6	10 17.5	57 100.0

While this task was considered of moderate or little importance by 61.4% of all superintendents, most districts apparently made facilities available for community use provided vocational staff were willing to supervise. Some superintendents expressed a strong belief that the school facilities belong to the community, others said they discouraged use of the vocational facilities. One superintendent said there were state restrictions on the use of shop equipment.

The vocational facilities, when used by the community, are used for a variety of purposes. Community education programs and various vocational short courses were most frequently mentioned. In addition, in some districts, teachers, students, and ex-students use the facilities during non-school hours. County Livestock Boards met in ag facilities. Women's clubs use the homemaking facilities for canner-testing. In one district, professional staff use the vocational facilities afterhours to help students practice for job interviews. In general, community use of vocational facilities (and of other school facilities) seems to be increasing, though some school personnel seem to be a little uneasy about such use.

Task 40. How important is it to prepare vocational course descriptions for distribution to the school and community?

	Perform 1	Coordinate 2	Direct 3	Delegate 4	Not Applicable 5	
Critical 1		3 100.0 18.8 5.3	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	3 5.3
Very Important 2		8 38.1 50.0 14.0	5 23.8 45.5 8.8	7 33.3 38.9 12.3	1 4.8 8.3 1.8	21 36.8
Of moderate Importance 3		3 15.8 18.8 5.3	5 26.3 45.5 8.8	9 47.4 50.0 15.8	2 10.5 16.7 3.5	19 33.3
Of little Importance 4		2 16.7 12.5 3.5	1 8.3 9.1 1.8	2 16.7 11.1 3.5	7 58.3 58.3 12.3	12 21.1
Of no Importance 5		0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	2 100.0 16.7 3.5	2 3.5
		16 28.1	11 19.3	18 31.6	12 21.1	57 100.0

There were few comments on this task. For the most part, respondents said course descriptions are prepared for the school but not for the community; they are usually prepared only when a new course is added or for accreditation purposes.

Task 41. How important is it to conduct occupational surveys from which to develop the vocational program?

	Perform 1	Coordinate 2	Direct 3	Delegate 4	Not Applicable 5	
Critical 1	0 0.0 0.0 0.0	3 50.0 15.8 5.3	0 0.0 0.0 0.0	3 50.0 17.6 5.3	0 0.0 0.0 0.0	6 10.5
Very Important 2	1 5.9 50.0 1.8	9 52.9 47.4 15.8	3 17.6 37.5 5.3	3 17.6 17.6 5.3	1 5.9 9.1 1.8	17 29.8
Of moderate Importance 3	0 0.0 0.0 0.0	3 15.8 15.8 5.3	4 21.1 50.0 7.0	9 47.4 52.9 15.8	3 15.8 27.3 5.3	19 33.3
Of little Importance 4	1 10.0 50.0 1.8	3 30.0 15.8 5.3	1 10.0 12.5 1.8	2 20.0 11.8 3.5	3 30.0 27.3 5.3	10 17.5
Of no Importance 5	0 0.0 0.0 0.0	1 20.0 5.3 1.8	0 0.0 0.0 0.0	0 0.0 0.0 0.0	4 80.0 36.4 7.0	5 8.8
	2 3.5	19 33.3	8 14.0	17 29.8	11 19.3	57 100.0

Feelings seemed to be mixed about the value of occupational surveys. Some respondents indicated that these were done only to satisfy state requirements. Some districts reported that they used surveys and data collected by other agencies. Many superintendents said that no formal surveys were needed, that in their small communities informal contacts were more useful. "Surveys have not helped that much" and "We didn't feel they were useful" were typical comments of those who saw no need for them. "We use them in developing lesson plans" or "We survey before we start a new program" were typical comments of those who found them useful.

Task 42. How important is it to conduct opinion surveys in the school and community to determine attitudes toward the vocational program.

	Perform 1	Coordinate 2	Direct 3	Delegate 4	Not Applicable 5	
Critical 1						
Very Important 2	0 0.0 0.0 0.0	10 58.8 66.7 17.5	2 11.8 16.7 3.5	4 23.5 33.3 7.0	1 5.9 5.9 1.8	17 29.8
Of moderate Importance 3	1 4.2 100.0 1.8	4 16.7 26.7 7.0	8 33.3 66.7 14.0	7 29.2 58.3 12.3	4 16.7 23.5 7.0	24 42.1
Of little Importance 4	0 0.0 0.0 0.0	1 9.1 6.7 1.8	2 18.2 16.7 3.5	1 9.1 8.3 1.8	7 63.6 41.2 12.3	11 19.3
Of no Importance 5	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	5 100.0 29.4 8.8	5 8.8
	1 1.8	15 26.3	12 21.1	12 21.1	17 29.8	57 100.0

On the whole, respondents did not seem to think opinion surveys served any purpose. Typical comments:

"We get opinions without surveys."

"In a district like ours, feedback comes without surveys."

"If you're doing a good job, you don't need a survey."

"Opinion surveys are like cars—everybody has two."

Some respondents felt that schools should be the opinion leaders rather than followers of public opinion. Some said that surveys were useful only if done well, and that their districts had neither the time nor the personnel to do them well.

Note: The four tasks that follow are discussed collectively after the presentation of their crosstab charts.

Task 43. How important is it to establish criteria for the selection of advisory committee members?

Task 44. How important is it to involve the advisory committee in developing plans for vocational programs?

Task 45. How important is it to use the expertise of the advisory committee in making an analysis of an occupational field?

Task 46. How important is it to identify the role and function of the advisory committee and to orient the committee to that role and function?

	Perform 1	Coordinate 2	Direct 3	Delegate 4	Not Applicable 5	
Critical 1	1 50.0 33.3 1.8	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	1 50.0 20.0 1.8	2 3.5
Very Important 2	1 4.2 33.3 1.8	18 75.0 64.3 31.6	2 8.3 25.0 3.5	3 12.5 23.1 5.3	0 0.0 0.0 0.0	24 42.1
Of moderate Importance 3	1 5.3 33.3 1.8	6 31.6 21.4 10.5	5 26.3 62.5 8.8	6 31.6 46.2 10.5	1 5.3 20.0 1.8	10 33.3
Of little Importance 4	0 0.0 0.0 0.0	3 37.5 10.7 5.3	1 12.5 12.5 1.8	3 37.5 23.1 5.3	1 12.5 20.0 1.8	8 14.0
Of no Importance 5	0 0.0 0.0 0.0	1 25.0 3.6 1.8	0 0.0 0.0 0.0	1 25.0 7.7 1.8	2 50.0 40.0 3.5	4 7.0
	3 5.3	28 49.1	8 14.0	13 22.8	5 8.8	57 100.0

Task 43. How important is it to establish criteria for the selection of advisory committee members?

	Perform 1	Coordinate 2	Direct 3	Delegate 4	Not Applicable 5	
Critical 1	0 0.0 0.0 0.0	2 100.0 9.5 3.5	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	2 3.5
Very Important 2	0 0.0 0.0 0.0	11 44.0 52.4 19.3	7 28.0 58.3 12.3	7 28.0 36.8 12.3	0 0.0 0.0 0.0	25 43.9
Of moderate Importance 3	4 17.4 100.0 7.0	5 21.7 23.8 8.8	5 21.7 41.7 8.8	8 34.8 42.1 14.0	1 4.3 100.0 1.8	23 40.4
Of little Importance 4	0 0.0 0.0 0.0	3 42.9 14.3 5.3	0 0.0 0.0 0.0	4 57.1 21.1 7.0	0 0.0 0.0 0.0	7 12.3
Of no Importance 5						
	4 7.0	21 36.8	12 21.1	19 33.3	1 1.8	57 100.0

Task 44. How important is it to involve the advisory committee in developing plans for vocational programs?

	Perform 1	Coordinate 2	Direct 3	Delegate 4	Not Applicable 5	
Critical 1						
Very Important 2	0 0.0 0.0 0.0	15 60.0 71.4 26.3	5 20.0 45.5 8.8	4 16.0 30.8 7.0	1 4.0 12.5 1.8	25 43.9
Of moderate Importance 3	4 16.7 100.0 7.0	5 20.8 23.8 8.8	6 25.0 54.5 10.5	8 33.3 61.5 14.0	1 4.2 12.5 1.8	24 42.1
Of little Importance 4	0 0.0 0.0 0.0	1 20.0 4.8 1.8	0 0.0 0.0 0.0	1 20.0 7.7 1.8	3 60.0 37.5 5.3	5 8.8
Of no Importance 5	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	3 100.0 37.5 5.3	3 5.3
	4 7.0	21 36.8	11 19.3	13 22.8	8 14.0	57 100.0

Task 45. How important is it to use the expertise of the advisory committee in making an analysis of an occupational field?

	Perform 1	Coordinate 2	Direct 3	Delegate 4	Not Applicable 5	
Critical 1	0 0.0 0.0 0.0	1 33.3 5.0 1.8	1 33.3 11.1 1.8	1 33.3 5.0 1.8	0 0.0 0.0 0.0	3 5.3
Very Important 2	5 16.7 100.0 8.8	12 40.0 60.0 21.1	4 13.3 44.4 7.0	9 30.0 45.0 15.8	0 0.0 0.0 0.0	30 52.6
Of moderate Importance 3	0 0.0 0.0 0.0	4 26.7 20.0 7.0	4 26.7 44.4 7.0	7 46.7 35.0 12.3	0 0.0 0.0 0.0	15 26.3
Of little Importance 4	0 0.0 0.0 0.0	3 37.5 15.0 5.3	0 0.0 0.0 0.0	3 37.5 15.0 5.3	2 25.0 66.7 3.5	8 14.0
Of no Importance 5	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	1 100.0 33.3 1.8	1 1.8
	5 8.8	20 35.1	9 15.8	20 35.1	3 5.3	57

Task 46. How important is it to identify the role and function of the advisory committee and to orient the committee to that role and function?

All of these tasks elicited similar comments. Use of advisory committees was said to be limited by many respondents. Except for meeting state guidelines, most repondents did not have formal criteria for selection of members. The most wanted were people who were knowledgeable about vocational education, who were interested, who had children involved in the program. Interest in the program was the quality most often mentioned as desirable. In some cases, respondents said that there was difficulty in getting good people to serve; in others, there were active committees. Most comments indicated that little use was made of committee input in analyzing and planning.

Comments ran the gamut from "We use our committee extensively" to "Sometimes committees can do more harm than good."

Task 49. Other tasks:

During the interviews, respondents were asked whether there were other tasks that they considered important or that were performed in their districts. The most frequently mentioned task was handling the required paper work. As one superintendent said: "All that paper work—forms, reports—are a great burden on the superintendent." And another said: "College courses should help the administrator to understand the forms—why they are important, how to fill them out."

Other tasks had to do with areas of Community Relations not covered by the question in this section. These included general public relations, activities with the community in support of vocational education, arranging field trips for students, planning community service activities for vocational students.

Several respondents used this portion of the interview to make general observations. Some, which seem to represent general concerns, have been selected for presentation here:

"Why can't the co-op concept be used in vocational education like it is in special education? Or why can't Education Service Centers be more involved in vocational education?"

"We need help from trained personnel in vocational education administration."

"We should identify, with area supervisors, the responsibilities they have toward programs. What are they supervising?"

"Adult education is becoming more important-manpower retraining and upgrading. Technical changes requires training of citizens."

"Why can't vocational teachers be used to teach other related subjects?"

APPENDIX H

IN-SERVICE SURVEY QUESTIONS

In-Service Survey Questions

A. In-Service Programs Listed as Effective by Participants. The twenty regional service centers in the state received a vote of confidence from 40% of the participants. Twenty-three superintendents felt that the programs and training sessions conducted by the centers were effective to a large degree. Some of the major conferences held annually in the state received considerable mention as well. The Mid-winter Conference sponsored by the TEA; the Administrative and Instructional Leadership Conference, co-sponsored by Texas A&M University, Texas Association of School Administrators and Texas Association for Supervision and Curriculum Development; and the Texas Association of School Administrators - Texas Association of School Boards Conference all received favorable comments from many of the superintendents. It is difficult to assess the impact of the TEA programs as many of the service centers and major conferences rely to some extent on Agency personnel and materials for their programs. However, only a small number of superintendents described Agency in-service programs as effective. (See Table H-1)

B. Factors/Elements of Various In-Service Programs Deemed Effective. Texas Superintendents felt the interaction with other superintendents in small group discussions was one of the most valuable approaches used in various in-service programs. The superintendents also stressed the need to have "useful" information presented that was also relative to the current problems of school districts. Effective in-service programs should also include up-to-date information on new programs and innovations. (See Table H-2)

C. In-Service Programs Listed as Ineffective. The respondents did not, for the most part, cite organizations, institutions, or programs by name in response to this question.

Table H-1

In-Service Programs Described as Effective

Effective in-service meetings/ conferences listed by respondents	Number of Times Mentioned by Respondents	Frequency Percentage**
Regional Service Centers	23	40
Midwinter Conference*	14	25
Administrative and Instructional Leadership Conference (Texas A&M University)	12	21
Texas Association of School Administrators and School Boards	8	14
Regional Superintendents meetings	7	12
Texas Association of Community Schools	5	9
Texas Education Agency	5	9
Study Councils	1	2
None	6	11

*The Midwinter Conference, sponsored by the Texas Education Agency; the Administrative and Instructional Leadership Conference, co-sponsored by Texas A&M University, Texas Association of School Administrators and Texas Association for Supervision and Curriculum Development; and the Texas Association of School Administrators and School Boards Conference are conferences designed for school administrators and school board members.

**Figures add to more than 100% because of multiple responses.

Table H-2

Effective Elements of In-Service Programs

Factors/Elements of Conferences Thought Effective	Number of Times Mentioned by Respondents	Frequency Percentage*
Useful information related to our problems	15	26
Interaction with other superintendents, small group discussions	17	30
Help in becoming aware of new programs, ideas, changes	11	19
Good resource people	8	14

*Figures add to more than 100% because of multiple responses.

D. Factors of Various In-Service Programs Deemed Ineffective.

Superintendents voiced a strong objection to in-service programs that were unrelated to specific needs and concerns of the school districts. Ineffective programs were described as too general, too theoretical, and too often conducted by unqualified or ineffective speakers.

Table H-3

Ineffective Elements of In-Service Programs

Factors Tending to Make Programs Ineffective	Number of Times Mentioned by Respondents	Frequency Percentage*
Subject matter was unrelated to needs	12	21
Too general, theoretical	7	12
Unqualified or ineffective speakers	7	12
Dull, mediocre presentations	3	5
Time not wisely scheduled	4	7
None were ineffective	24	42

*Figures add to more than 100% because of multiple responses.

E. Factors that Tend To Hinder Participation in In-Service Programs. The factor most often mentioned by superintendents as a hindrance to full participation in various in-service training programs was lack of time. Other factors listed were scheduling problems and distance to in-service program centers.

Table H-4

Factors that Tend To Hinder Participation in In-Service Programs

Factors/Problems	Number of Times Mentioned by Respondents	Frequency Percentage*
Time (lack of)	47	82
Scheduling	6	11
Lack of interest	3	5
Distance from programs	7	12
Funds	4	7
None	1	2

*Figures add to more than 100% because of multiple responses.

F. Scheduling of In-Service Programs. Most superintendents preferred in-service programs that were conducted in the summer months. There was no clear-cut preference for any particular days of the week but most agreed that a 2-3 day format was most productive.

Table H-5A

Scheduling Preferences: Time of Year

Time of Year	Number of Times Mentioned by Respondents	Frequency Percentage*
Summer	27	47
Not summer	1	2
Middle of school year (January-March)	11	19
Early in school year (September-December)	14	25
Late in school year (April-May)	3	5
No preference	10	18

Table H-5B

Scheduling Preferences: Days of Week

Days of Week	Number of Times Mentioned by Respondents	Frequency Percentage*
Monday-Wednesday	11	19
Midweek (Tuesday-Thursday)	10	18
Thursday-Friday	2	4
No preference	34	60

*Figures add to more than 100% because of multiple responses.

Table H-5C

Scheduling Preferences: Length of Programs

Length of Programs	Number of Times Mentioned by Respondents	Frequency Percentage*
2 - 3 days	35	61
1 day	10	18
1 week	2	4
No preference	10	18

*Figures add to more than 100% because of multiple responses.

G. Instructional Methods Preferred by Superintendents for In-Service Programs. There was no clear-cut preference of instructional methods provided from the interviews. Discussion groups, lectures, and lectures/panel discussions were the techniques most often mentioned by superintendents. Further emphasis was placed on small-group interaction as previously reported. Superintendents strongly supported any type of method that provided the opportunity for interaction with panel members and/or speakers.

Simulations, games, and other similar participation techniques received some support but many superintendents reported a lack of experience with these methods.

Table H-6

Instructional Methods Suggested as Most Helpful

Instructional Mode	Number of Times Mentioned by Respondents	Frequency Percentage*
Discussion Groups	21	37
Lectures	15	26
Combination lectures and panel discussion	12	21
Simulations, games, other participation techniques	9	16
Panels only	8	14
Demonstrations	3	5

*Figures add to more than 100% because of multiple responses.

H. Recommended Topics for Vocational Education In-Service Programs. Superintendents in the smaller school districts felt a need for information and material on the implementation of vocational programs. Other superintendents also expressed a need for a general orientation to vocational education. If one topic stood out, it was the problem of finance. By expressing this problem, superintendents are reflecting a national concern as well as a state one. Some of this concern was brought about by the new state finance law that created difficulties in many of the districts. Most of the difficulty was created by a lack of understanding and the absence of a clear interpretaiton of the vocational education provisions of the finance bill. As the law was for a two year period, many superintendents expressed a need to look at plans for future finance structures.

Table H-7

Recommended Topic Areas for In-Service Programs

Topic Area	Number of Times Mentioned by Respondents	Frequency Percentage*
Finance	12	21
Management techniques	5	9
Programs	8	14
Filling out forms, reports, etc.	4	7
Orientation to vocational education	11	19
Public relations	2	4
Functions and services of TEA	1	2
Other	6	11

*Figures add to more than 100% because of multiple responses.

Related Open-Ended Questions

A. If you had $50,000 to spend as you wished for your district, how would you allocate it? This question, while difficult to analyze, was an attempt to gauge attitudes toward vocational education and the priorities within the total program. While the responses to this question were probably influenced by the nature of the interview, the results provided a general view of major concerns and the relationship of vocational education to these major problem areas.

About one-third of the superintendents said such funds would best be used to upgrade and improve present facilities and equipment for the total educational program. Allocation of the funds would be based on a needs assessment and staff justification. Vocational education programs would not receive any special consideration and would be subject to the same requirements as other subject areas.

Almost as many superintendents said the funds would best be used to improve vocational education facilities and equipment. Program improvement and implementation were two other items mentioned to receive such funds.

Table H-8

Responses to Question:

If you had $50,000 to spend as you wished for your district, how would you allocate it?

	Number	Percent
Would spend it on vocational education		
Facilities and equipment	16	28
Program	7	12
Would spend it for non-vocational needs		
Facilities and equipment	19	33 1/3
Program	10	18
Personnel	3	5
Would set up needs assessment	4	7
No special needs	2	4
Total	61	107 1/3

Totals add to more than 100% because of multiple answers.

B. In your opinion, how will the new state finance bill affect your vocational education programs? The overwhelming majority of superintendents felt that the finance bill will have negative effects on their vocational education programs. Superintendents felt the law indicated that a lack of value was placed on vocational education by the state legislature. Because of the new attendance funding procedures, superintendents believed many children will be deprived of a chance at vocational education.

A small number of superintendents felt the law's effects would be minimized because of the "save-hold" provisions of several articles in the law. Yet the majority of superintendents interviewed believed the next legislature (1977) to be highly crucial in terms of a finance bill, much more so than the last session.

Several of the superintendents expressed some surprise at the apparent failure of the vocational teachers' lobbies in their efforts to block passage of this law. The vocational teacher groups are considered to be some of the most powerful and influential in the state. There was a great deal of uncertainty expressed as to the exact role of the various lobbyists during the period just before the bill passed. The surprise expressed by many Texas educators seems to indicate an unfamiliarity with the bill's provisions.

Table H-9

Responses to Question:

In your opinion, how will the new state finance bill affect your vocational education programs?

	Number	Percent
It will hurt	34*	60
It will help	4**	7
No effect	16	28
Don't know	3	5

*Reasons cited by those who believe HB 1126 will hurt vocational education: shows lack of value placed on vocational education by the legislature
will deprive many children of chance at vocational education

**Reason cited by those who thimk HB 1126 will help vocational education: will cause schools to set up criteria for admission of students to vocational education

Nine percent of respondents believe that the bill will severely damage small schools generally, not only in their vocational programs.

Responses to General Questions Concerning Vocational Education

These questions were asked in order to gain insights into attitudes toward vocational education and to learn more about information sources in order to plan training programs more effectively. That such programs must concentrate on areas of maximum impact is emphasized by the fact that most superintendents spend less than 5 percent of their time on vocational education. (This question was asked of administrators only.)

Table H-10

Responses to Question:

What proportion of your time is spent on vocational education?

	Principal	Superintendent
Less than 5%	7	18
5% to 15%	8	4
15% to 25%	6	2
Over 25%	3	0

Primary Sources of Information. Teachers were the most frequently cited source of information concerning vocational education. The teachers themselves spoke very highly of their state and area in-service training and considered that Texas Education Agency personnel kept them well-informed. One teacher said, "I wish superintendents could come to our workshops."

TEA publications and personnel, particularly area supervisors, were also frequently cited sources. Among the TEA publications used as sources were the State Plan handbook, state guidelines, bulletins, and curriculum guides.

Table H-11

Responses to Question:

What are your primary sources of information concerning vocational education?

	Superintendents	Principals	Counselors	Teachers
Vocational Teachers	14	18	6	9
TEA personnel	9	11	1	18
Superintendent or other central administrative personnel		6	2	2
Counselor	3	5		2
Workshops and consultants	1	2	2	19
TEA publications	6	4	1	11
Textbooks and professional journals	3	1	2	13
Colleges and universities	1	1	3	19
Principals	4		1	1
Personal experience	4		1	2
Professional associations			1	8
All other sources	7	2	4	4

Major Changes in Vocational Education in the Next Decade.

Overwhelmingly, the greatest expected change is in the direction of more emphasis on vocational education, more programs, more students--in fact, a general expansion of vocational education. Another expected change is that there would be more training in technical skills, more job-ready graduates. These two changes, both in local districts and in general, received the greatest number of responses from all groups. Many respondents expected that there would be differences in attitudes related to these changes: that more students will be encouraged to enter vocational programs rather than college-preparatory programs; many will be encouraged to go on to post-secondary technical training as students are now encouraged to go on to post-secondary academic training.

Some of the less-frequently mentioned expected changes included:

More "useful" (as opposed to "gainful") courses directed toward lifelong skills.

A shift from production to service occupations.

Arrangements for equipment to be changed frequently to keep pace with rapid technological changes.

Restructuring of the basic curriculum to provide for flexibility.

Provision for increased mobility; that is, vocational programs will no longer be directed at local vocational needs but at national needs so that students can live and prosper wherever they go.

Changes expected at the local level were for the most part quite similar to general changes expected. But in discussing these local expectations, administrators frequently referred to the state finance bill as a limiting factor.

Table H-12

Responses to Question:

What major changes do you expect in vocational education in the next decade?

	Superintendents	Principals	Counselors	Teachers
More emphasis on vocational education, more students, and more programs	14	13	11	20
More emphasis on technical skills, job-ready graduates	3	5	4	15
Vocational education beginning in lower grades	3	2	0	3
More cooperation between school districts to provdide more programs	1	3	2	3
All other	9	8	4	9

Table H-13

Responses to Question:

What major changes do you expect in vocational education in your district in the next decade?

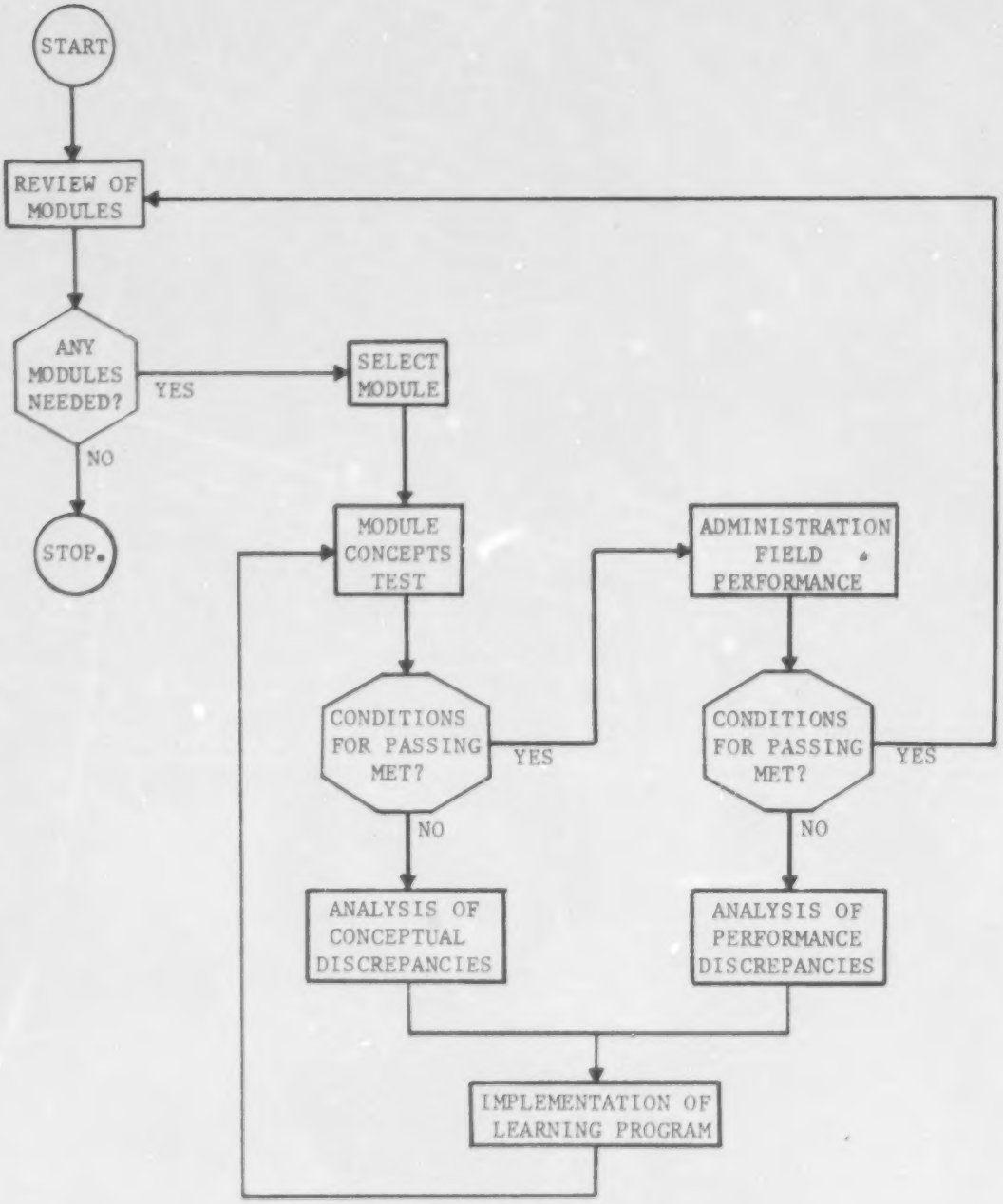
	Superintendents	Principals	Counselors	Teachers
More emphasis on vocational education, more students, and more programs	15	13	7	15
More emphasis on technical skills, job-ready graduates	4	7	2	6
Vocational education beginning in lower grades	1	2	1	3
More community involvement and acceptance by community	3	0	5	8
Very little or no change	2	4	0	4
All other	4	2	0	10

APPENDIX I

FLOW CHART

MODEL MODULES

PROGRAM FLOWCHART FOR CURRICULUM DEVELOPMENT



EXPLANATION OF FLOWCHART

The flowchart was designed to give help both to the curriculum designer and to the student (superintendent) using the modules. The chart describes the process and steps through which the student should progress beginning with entry into the program and ending with the student's exit.

The student "Starts" the program with a "Review of Modules". At this point the student briefly reads in sequence all of the modules. The student then responds to the question "Any Modules Needed?". The choice of answer determines the direction to be taken. If the answer is "No", the student exits the program. This means that the student feels that he/she has competencies in all the areas of the program and does not need further help.

However, if the student answers "Yes" to the question "Any Modules Needed?", any one of the modules can be selected and the program continued. There is no prescribed sequence specified by the authors of this report.

A "Module Concepts Test" is then administered to the student. If "Conditions for Passing Met?" is answered "No", an "Analysis of Conceptual Discrepancies" is performed on the test results to determine what particular areas of the module need concentration by the student. It may not be necessary to cover the entire module. In the "Implementation of Learning Program" phase only those concepts in which the student is weak need to be studied. Following the "Implementation of Learning Program" the "Module Concepts Test" is again given to assess the student's improvement. The student continues in this cycle until the "Conditions for Passing Met?" can be answered "Yes".

When the answer to this question is "Yes", the student then moves to the "Administration Field Performance" phase of the program. This step is interpreted to involve the student in the actual performance of administrative tasks in his/her school district. The student is evaluated to see if the module concepts being studied have been satisfactorily implemented in his/her district. If the answer to the question "Conditions for Passing Met?" is "No", an "Analysis of

Performance Discrepancies" is performed. After the analysis is complete the student enters or re-enters the "Implementation of Learning Program" for training in those areas in which the student is determined to be weak. Again the student continues this cycle until the answer to all aspects of the question "Conditions for Passing Met?" is "Yes".

When the answer becomes "Yes", the student goes back to "Review of Modules" and begins again the entire process as has been described until he/she completes all modules necessary to strengthen his/her competencies.

A DESIGN GUIDE FOR INSTRUCTION

Module I

Critical Competency:

Identifying purposes and objectives of the vocational program.

Rationale:

Vocational programs are designed to provide practical training experiences in one's preparation for the world of work. Therefore, such programs receive proper direction only when their purposes and objectives are practical and relevant.

Goals:

1. A working knowledge of the state guidelines and plans for vocational programs.

2. A knowledge base of the philosophy and historic development of vocational education.

3. The ability to articulate practical arts education and vocational education in terms of their aims, program content and interdependence.

Objectives:

1. The superintendent will identify the major topics covered in the state guidelines and plans for vocational programs.

2. The superintendent will list vocational program purposes identified in the state plan for vocational education.

3. The superintendent will identify the historic development and philosophy of vocational education.

4. The superintendent will differentiate between practical arts, vocational industrial arts, and vocational education in terms of their aims and program content differences.

Pre-assessment and Post-assessment Design Guide:

1. Content mastery for these instruments will be based on some predetermined performance level.

2. A pre-assessment and/or post-assessment analysis of discrepancy will be performed on these instruments for instructional guidance.

1. These instruments should include, but not be limited to, the following:

   a. matching and/or multiple choice questions.

   b. listing questions. The items listed may or may not be required in a priority order.

   c. true and false statements followed by a short justification of the answer choice.

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Module II

Critical Competency:

Short-range and long-range program planning for vocational education.

Rationale:

Required skills and job market needs tend to change more rapidly in vocational program areas than in most other educational disciplines. It is therefore imperative for vocational program planners to consider not only pupil populations of the future, but also to consider the rapid and everchanging skill and job market needs. Only through this type of planning can vocational students be prepared to compete in current and future job markets.

Goals:

1. Be cognizant of job market trends at the local, state and national levels.

2. Understand the need for and have the ability to utilize sources of information (advisory committees, state employment commissions, chambers of commerce, etc.) that specify current and predict future job market trends.

3. Be aware of local and state financial support for vocational education programs.

Objectives:

1. The superintendent will identify job market trends at the local, state and national levels.

2. The superintendent will critically analyze and differentiate between several sources which provide information concerning current and future job market trends.

3. The superintendent will identify and describe local and state sources of financial support for vocational education programs.

Pre-assessment and Post-assessment Design Guide:

1. Content mastery for these instruments will be based on some

predetermined performance level.

2. A pre-assessment and/or post-assessment analysis of discrepancy will be performed on these instruments for instructional guidance.

3. These instruments should include, but not be limited to, the following:

   a. matching and/or multiple choice questions.

   b. multiple choice questions with answer possibilities differing in degree of correctness rather than in asbolute correctness.

   c. questions which require the rearrangement of given answer choices into a priority order followed by a short justification for the chosen priority.

   d. open-ended questions requiring short answer completions.

   e. true and false statements followed by short justification.

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Module III

Critical Competency:

Curriculum development for vocational education.

Rationale:

In any rapidly changing technological society the need for workers to have current job market skills and competencies is of paramount importance if that society is to be maintained and future growth is to continue. Since one of the major goals of vocational education is to provide these needed competencies and skills it is necessary to provide a program of continuous curriculum development.

Goals:

1. Have a current knowledge of curriculum guides available from federal and state agencies and from vocational education resource centers.

2. Be aware of the role and scope of advisory committees in the development of curriculum materials.

3. Have an understanding of the skills, instructional strategies, and supporting materials which are relevant to any particular vocational curriculum being planned.

4. Be aware of the need for and methods used in acquiring and utilizing local, labor market area, state, and national manpower information.

Objectives:

1. The superintendent will list sources of currently available curriculum guides relevant to vocational education programs.

2. The superintendent will name federal and state level sources for curriculum guide materials as well as vocational education resource centers.

3. The superintendent will describe the advisory committee function relevant to vocational curriculum development.

4. The superintendent will identify unique skills and instructional strategies relevant to the teaching of vocational curricula.

5. The superintendent will list and differentiate between various methods for surveying students and the community concerning their needs and interests.

6. The superintendent will list local, state and national sources from which manpower information is available.

7. The superintendent will identify ways for utilizing manpower information.

Pre-assessment and Post-assessment Design Guide:

1. Content mastery for these instruments will be based on some predetermined performance level.

2. A pre-assessment and/or post-assessment analysis of discrepancy will be performed on these instruments for instructional guidance.

3. These instruments should include, but not be limted to, the following:

   a. matching and/or multiple choice questions.

   b. questions which require the rearrangement of given answer choices into a priority order followed by a short justification for the chosen priority.

   c. listing questions. The items listed may or may not be required in a priority order.

   d. open-ended questions requiring short answer completions.

   e. true and false statements followed by a short justification of the answer choice.

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Module IV

Critical Competency:

Determining courses for which vocational training is to be offered.

Rationale:

Vocational education is dedicated to the purpose of providing relevant occupational and vocational skills that meet the needs and interests of students and the community. It is vital that vocational courses selected for offering be carefully planned and considered in order to meet this declared purpose that that vocational courses interface closely with pre-vocational exploratory courses.

Goals:

1. Be aware of the role and scope of advisory committees in the determination of courses to be offered.
2. Be cognizant of state and local financial support for vocational education programs.
3. Have a basic knowledge of techniques that measure interests and needs of students and community.
4. Be aware of the need to survey students in exploratory pre-vocational courses to aid in the determination of vocational courses to be offered.

Objectives:

1. The superintendent will describe the advisory committee function relevant to vocational curriculum development.
2. The superintendent will list sources of state and local financial support for vocational education programs.
3. The superintendent will identify and describe various techniques for measuring the needs and interests of the students and their community.

Pre-assessment and Post-assessment Design Guide:

1. Content mastery for these instruments will be based on some pre-determined performance level.

2. A pre-assessment and/or post-assessment analysis of discrepancy will be performed on these instruments for instructional guidance.

3. These instruments should include, but not be limited to, the following:

   a. multiple choice questions with answer possibilities differing in degree of correctness rather than in absolute correctness.

   b. questions which require the rearrangement of given answer choices into a priority order followed by a short justification for the chosen priority.

   c. listing questions. The items listed may or may not be required in a priority order.

   d. open-ended questions requiring short answer completions.

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Module V

Critical Competency:

Providing information to students about post-high school vocational training available to them.

Rationale:

According to recent research, approximately fifty percent of the nation's high school graduates do not enter college. For many of these persons, vocational training or additional vocational training is necessary before they can be competitive in the open job market. The public schools should therefore make every effort possible to inform their students of job market trends and needs and of post-high school institutions which offer training relevant to these needs.

Goals:

1. Be cognizant of local, state and national job market needs and trends.

2. Be aware of post-high school vocational training options which are available.

3. Have a knowledge of vocational guidance/counseling procedures.

Objectives:

1. The superintendent will list and describe current job market needs and trends.

2. The superintendent will list institutions providing information concerning their programs as related to job market needs.

3. The superintendent will identify differences between alternative vocational curriculum offerings.

4. The superintendent will identify and describe alternative procedures useful in vocational guidance/counseling.

Pre-assessment and Post-assessment Design Guide:

1. Content mastery for these instruments will be based on some pre-determined performance level.

2. A pre-assessment and/or post-assessment analysis of discrepancy will be performed on these instruments for instructional guidance.

3. These instruments should include, but not be limited to, the following:

   a. questions which require the rearrangement of given answer choices into a priority order followed by a short justification for the chosen priority.

   b. listing questions. The items listed may or may not be required in a priority order.

   c. open-ended questions requiring short answer completions.

   d. true and false statements followed by a short justification of the answer choice.

A DESIGN GUIDE FOR INSTRUCTION

Module VI

Critical Competency:

Integrating the vocational with the academic programs.

Rationale:

"Man cannot live by bread alone," nor can man's society survive with just a vocational or an academic education program. Vocational and academic programs depend upon and complement each other. Therefore, every effort should be exerted to integrate these programs to provide a more relevant, enriched, and people-oriented curriculum.

Goals:

1. Be cognizant of the differences in philosophy base for vocational and academic programs.

2. Be cognizant of skills and techniques, common to both vocational and academic subject areas, that are essential to and/or complement each of the programs.

3. Be aware of the responsibilities of the academic subject areas to the student's "career decision-making" process.

Objectives:

1. The superintendent will critically analyze and differentiate between vocational and academic program philosophies.

2. The superintendent will identify and describe skills and techniques which are common and essential to both vocational and academic program needs.

3. The superintendent will identify and describe those techniques which are common and essential to both vocational and academic program needs.

3. The superintendent will identify and describe those techniques and skills from the academic and vocational programs which complement each other.

Pre-assessment and Post-assessment Design Guide:

1. Content mastery for these instruments will be based on some pre-determined performance level.

2. A pre-assessment and/or post-assessment analysis of discrepancy will be performed on these instruments for instructional guidance.

3. These instruments should include, but not be limited to, the following:

   a. matching and/or multiple choice questions.

   b. questions which require the rearrangement of given answer choices into a priority order followed by a short justification for the chosen priority.

   c. listing questions. The items listed may or may not be required in a priority order.

   d. open-ended questions requiring short answer completions.

   e. true and false statements followed by a short justification of the answer choice.

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Module VII

Critical Competency:

Selecting vocational staff.

Rationale:

Selected qualified teachers and staff for any program is vitally important. Selecting qualified teachers and staff for vocational programs can be the most difficult task since their teaching qualifications and credentials are more likely to be based on their on-the-job experience rather than on their formal college course work. The superintendent must be well aware of this crucial difference if he is to make wise choices when selecting vocational staff.

Goals:

1. Be aware of sources for personnel qualified to teach vocational courses.
2. Be aware of needed and/or required teacher qualifications as described by state guidelines for vocational program personnel.
3. Be competent in interviewing techniques.
4. Be cognizant of the expertise of the vocational advisory committee to interview and recommend potential vocational staff.

Objectives:

1. The superintendent will list several sources from which to draw persons qualified to teach vocational courses.
2. The superintendent will identify needed and/or required teacher qualifications listed in the state guidelines for vocational program personnel.
3. The superintendent will identify and describe several interviewing techniques.
4. The superintendent will list the advantages of using the advisory committee in evaluating the experience and capability of potential vocational staff.

Pre-assessment and Post-assessment Design Guide:

1. Content mastery for these instruments will be based on some pre-determined performance level.

2. A pre-assessment and/or post-assessment analysis of discrepancy will be performed on these instruments for instructional guidance.

3. These instruments should include, but not be limited to, the following:

   a. matching and/or multiple choice questions.

   b. listing questions. The items listed may or may not be required in a priority order.

   c. open-ended questions requiring short answer completions.

   d. true and false statements followed by a short justification of the answer choice.

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Module VIII

Critical Competency:

Organizing local in-service training programs for vocational staff.

Rationale:

No staff member, teacher or administrator gains much from or is favorably impressed by a boring and/or irrelevant in-service training program. Vocational teachers and staff need in-service training programs that are designed to keep them up to date with the "world-of-work." Teaching leaves little time for vocational teachers to keep abreast of the rapid changes occuring in most vocational fields. If vocational teachers are expected to provide relevant vocational programs that meet student and current job market needs, then their in-service training programs must be organized and planned to keep them up-to-date in their area of specialization.

Goals:

1. Be aware of the general training needs and interests of the vocational staff.
2. Be able to identify resource persons who can identify specific training needs.
3. Be cognizant of information sources and resource persons which can contribute to stimulating in-service programs.
4. Be aware of state guidelines concerning in-service training for vocational staff.
5. Be aware of the role and scope of the vocational advisory committee when planning in-service training programs.

Objectives:

1. The superintendent will critically analyze and differentiate between several methods for gaining knowledge concerning the interests and needs of the vocational staff.
2. The superintendent will list sources from which information

can be obtained concerning subject material and/or resource persons relevant to in-service program needs of vocational staff.

3. The superintendent will identify state guidelines concerning in-service training for vocational staff.

4. The superintendent will list several ways of involving the advisory committee in the organization of in-service training programs for the vocational staff.

Pre-assessment and Post-assessment Design Guide:

1. Content mastery for these instruments will be based on some pre-determined performance level.

2. A pre-assessment and/or post-assessment analysis of discrepancy will be performed on these instruments for instructional guidance.

3. These instruments should include, but not be limited to, the following:

   a. matching and/or multiple choice questions.

   b. multiple choice questions with answer possibilities differing in degree of correctness rather than in absolute correctness.

   c. questions which require the rearrangement of given answer choices into a priority order followed by a short justification for the chosen priority.

   d. listing questions. The items listed may or may not be required in a priority order.

   e. open-ended questions requiring short answer completions.

   f. true and false statements followed by a short justification of the answer choice.

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Module IX

Critical Competency:

Encouraging vocational teachers to continue professional growth.

Rationale:

Students in vocational programs need the best training available. The quality of the programs should improve with the improvement of the vocational staff. One method for improvement of the staff is through professional growth.

Goals:

1. Be aware of desirable incentives which promote continued professional growth.

2. Recognize experiences other than formal course work as a desirable part of professional growth.

3. Support the need for educational job identity on the part of faculty members as an important step in the development of professional pride.

4. Be aware of available programs for graduate study appropriate to professional development of vocational educators.

Objectives:

1. The superintendent will identify those incentives which tend to promote continued professional growth.

2. The superintendent will describe desirable experiences outside formalized course work that are conducive to professional growth.

3. The superintendent will list methods for developing a sense of job identity and unity in staff members.

4. The superintendent will identify graduate programs available in his/her geographic area.

Pre-assessment and Post-assessment Design Guide:

1. Content mastery for these instruments will be based on some pre-determined performance level.

2. A pre-assessment and/or post-assessment analysis of discrepancy will be performed on these instruments for instructional guidance.

3. These instruments should include, but not be limited to, the following:

   a. questions which require the rearrangement of given answer choices into a priority order followed by a short justification for the chosen priority.

   b. open-ended questions requiring short answer completions.

   c. matching and/or multiple choice questions.

   d. listing questions. The items listed may or may not be required in a priority order.

   f. true and false statements followed by a short justification of the answer choice.

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Module X

Critical Competency:

Encouraging vocational teachers to support professional organizations through membership.

Rationale:

Vocational education and academic education have progressed through the years because of the influence that professional education organizations have had on the government, education and the general public. For this influence to continue, vocational teachers need to be actively involved in professional organizations.

Goals:

1. Be aware of functions, objectives and benefits of general education and vocational education professional organizations.

2. Be aware of desirable incentives which stimulate membership in professional organizations.

Objectives:

1. The superintendent will identify functions, objectives and benefits of general education and vocational education professional organizations.

2. The superintendent will identify and describe desirable incentives which lead to membership in professional organizations.

Pre-assessment and Post-assessment Design Guide:

1. Content mastery for these instruments will be based on some pre-determined performance level.

2. A pre-assessment and/or post-assessment analysis of discrepancy will be performed on these instruments for instructional guidance.

3. These instruments should include, but not be limited to, the following:

   a. matching and/or multiple choice questions.

b. questions which require the rearrangement of given answer choices into a priority order followed by a short justification for the chosen priority.

c. open-ended questions requiring short answer completions.

d. true and false statements followed by a short justification of the answer choice.

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Module XI

Critical Competency:

Keeping staff members clearly informed as to what is expected of them.

Rationale:

Organizations that work to improve their internal communications network have fewer misunderstandings between management and worker. Staff members who have a clear understanding of what is expected of them are better able to perform their jobs.

Goals:

1. Be cognizant of the need for communications skills.
2. Be cognizant of techniques involved in communications skills.
3. Be aware that "what" is communicated (job description, program expectaions and/or community needs, etc.) is as important to the clearness of communications as is the method of communication.
4. Be aware that trivia communicated in the same way as non-trivial information can impede or impair the communication process.

Objectives:

1. The superintendent will identify and describe various techniques involved in communication skills.
2. The superintendent will critically analyze and differentiate between different examples of communications as either being desirable or undesirable.
3. The superintendent will list types of information that can impede and/or impair the communication process.

Pre-assessment and Post-assessment Design Guide:

1. Content mastery for these instruments will be based on some pre-determined performance level.
2. A pre-assessment and/or post-assessment analysis of

discrepancy will be performed on these instruments for instructional guidance.

3. These instruments should include, but not be limited to, the following:

   a. matching and/or multiple choice questions.

   b. questions which require the rearrangement of given answer choices into a priority order followed by a short justification for the chosen priority.

   c. multiple choice questions with answer possibilities differing in degree of correctness rather than in absolute correctness.

   d. listing questions. The items listed may or may not be required in a priority order.

   e. open-ended questions requiring short answer completions.

   f. true and false statements followed by a short justification of the answer choice.

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Module XII

Critical Competency:

Know the requirements and procedures for gaining approval and financial support for new vocational programs.

Rationale:

The success of winning approval of vocational programs depends on how well requirements and procedures are satisfied. Applying the correct rules will ensure a higher degree of success on the initial proposal.

Goals:

1. Be familiar with federal, state and local requirements for planning and funding vocational programs.

2. Be aware of emerging local, state, and national trends concerning changing needs and job market requirements.

Pre-assessment and Post-assessment design Guide:

1. Content mastery for these instruments will be based on some predetermined performance level.

2. A pre-assessment and/or post-assessment analysis of discrepancy will be performed on these instruments for instructional guidance.

3. These instruments should include, but not be limited to, the following:

   a. matching and/or multiple choice questions.

   b. open-ended questions requiring short answer completions.

   c. true and false statements followed by a short justification of the answer choice.

   d. multiple choice questions with answer possibilities differing in degree of correctness rather than in absolute correctness.

   e. questions which require the rearrangement of given answer choices into a priority order followed by a short justification for the chosen priority.

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Module XIII

Critical Competency:

Determine local policies to satisfy state requirements regarding purchase and reimbursement procedures.

Rationale:

Local guidelines must be established in order to provide complete information for processing of purchase and reimbursement requests. Once the policies are established in written form the responsibility for satisfying these governmental requirements may be delegated.

Goals:

1. Be cognizant of federal, state and local requirements for the reimbursement of expenses related to approved purchases.

2. Be cognizant of federal, state, and local lists of approved expenditure items.

Objectives:

1. The superintendent will describe the basic requirements for the reimbursement of expenditures related to approved purchases.

2. The superintendent will identify federal, state and local lists of approved expenditure items.

Pre-assessment and Post-assessment Design Guide:

1. Content mastery for these instrumencs will be based on some predetermined performance level.

2. A pre-assessment and/or post-assessment analysis of discrepancy will be performed on these instruments for instructional guidance.

3. These instruments should include, but not be limited to, the following:

   a. matching and/or multiple choice questions.

   b. open-ended questions requiring short answer completions.

   c. true and false statements followed by a short justification of the answer choice.

d. questions which require the rearrangement of given answer choices into a priority order followed by a short justification for the chosen priority.

e. listing questions. The items listed may or may not be required in a priority order.

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Module XIV

Critical Competency:

Develop an annual budget for the operation of vocational programs.

Rationale:

An integral part of a successful and continuing vocational program is the financial planning associated with its activities. Short-range and long-range budgets are necessary to anticipate funding levels and expenditures.

Goals:

1. Have working knowledge of business management and fund accounting skills necessary to estimate annual and long-range budgets (funding levels and expenditures) considering priority needs of new and existing educational programs and industrial and economic trends.

2. Be able to justify budgets and requests for funding in terms of goals, objectives and activities.

3. Have developed skill to determine critical, non-monetary inputs to the budgeting process such as estimating the total number of students and the population served.

Objectives:

1. The superintendent will exhibit business management and fund accounting skills to estimate bi-annium and long-range budgets considering needs of new and existing educational programs and industrial and economic trends.

2. The superintendent will demonstrate his ability to write appropriation requests in terms of program goals, objectives and activities.

3. The superintendent will identify critical, non-monetary inputs needed in the budgeting process such as the total number of students and the make-up of the population served.

Pre-assessment and Post-assessment Design Guide:

1. Content mastery for these instruments will be based on some predetermined performance level.

2. A pre-assessment and/or post-assessment analysis of discrepancy will be performed on these instruments for instructional guidance.

3. These instruments should include, but not be limited to, the following:

   a. matching and/or multiple choice questions.

   b. questions which require the rearrangement of given answer choices into a priority order followed by a short justification for the chosen priority.

   c. open-ended questions requiring short answer completions.

   d. true and false statements followed by a short justification of the answer choice.

   e. multiple choice questions with answer possibilities differing in degree of correctness rather than in absolute correctness.

   f. listing questions. The items listed may or may not be required in priority order.

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Module XV

Critical Competency:

Prepare and keep adequate financial records of all vocational programs.

Rationale:

In order to determine the financial status of vocational programs it is necessary that accurate, legible and substantiated records are maintained.

Goals:

1. Must have working knowledge of fund accounting and record keeping consistent with federal, state and local requirements.
2. Must be able to organize record-keeping tasks to facilitate audits of supervising agencies.
3. Must be able to supervise people to whom authority has been delegated for administrative and accounting functions.

Objectives:

1. The superintendent will identify acceptable fund accounting and record-keeping procedures and standards consistent with federal, state and local requirements.
2. The superintendent will organize record-keeping tasks to facilitate audits by supervising agencies.
3. The superintendent will demonstrate the skills necessary to supervise people to whom authority has been delegated for administrative and accounting functions.

Pre-assessment and post-assessment Design Guide:

1. Content mastery for these instruments will be based on some predetermined performance level.
2. A pre-assessment and/or post-assessment analysis of discrepancy will be performed on these instruments for instructional guidance.
3. These instruments should include, but not be limited to, the following:

a. matching and/or multiple choice questions.

b. open-ended questions requiring short answer completions.

c. true and false statements followed by a short justification of the answer choice.

d. questions which require the rearrangement of given answer choices into a priority order followed by a short justification for the chosen priority.

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Module XVI

Critical Competency:

Develop specifications for long-range needs for vocational facilities.

Rationale:

Long-range planning is needed today in order to be prepared for the foreseeable events of tomorrow. Adequate thought and judgment is needed to provide for future facilities.

Goals:

1. Be able to utilize the local advisory committee in specifying long-range vocational facility needs based on expected community resources and predicted community needs.

2. Be cognizant of federal, state and local requirements and conditions which affect vocational facilities.

3. Be familiar with federal and state funding sources and regulations pertaining to the use and expansion of existing vocational facilities.

Objectives:

1. The superintendent will state how to utilize the local advisory committee in specifying long-range vocational facility needs based on expected community resources and predicted community needs.

2. The superintendent will describe federal, state and local requirements and conditions which affect vocational facilities.

3. The superintendent will list federal and state funding sources and regulations pertaining to use and expansion of existing vocational facilities.

Pre-assessment and Post-assessment Design Guide:

1. Content mastery for these instruments will be based on some predetermined performance level.

2. A pre-assessment and/or post-assessment analysis of discrepancy will be performed on these instruments for instructional guidance.

3. These instruments should include, but not be limited to, the following:

   a. matching and/or multiple choice questions.

   b. open-ended questions requiring short answer completions.

   c. true and false statements followed by a short justification of the answer choice.

   d. questions which require the rearrangement of given answer choices into a priority order followed by a short justification for the chosen priority.

   e. listing questions. The items listed may or may not be required in a priority order.

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Module XVII

Critical Competency:

Develop specifications for equipment to be purchased.

Rationale:

Careful consideration must be used in determining equipment use and purpose, options available, and length of usable life. Accurate specifications must be developed to ensure that the most desirable equipment is obtained.

Goals:

1. Be able to use input from advisory and faculty committees to help determine the equipment relevant to vocational programs.
2. Be cognizant of funding agencies' requirements concerning equipment specifications.
3. Be able to recognize the advantages of coordinating equipment purchases within the school system.

Objectives:

1. The superintendent will describe ways of encouraging and developing inputs from advisory and faculty committees to help determine the equipment relevant to vocational programs.
2. The superintendent will identify funding agencies' requirements concerning equipment specifications.
3. The superintendent will list the advantages of coordinating equipment purchases within the school system.

Pre-assessment and Post-assessment Design Guide:

1. Content mastery for these instruments will be based on some predetermined performance level.
2. A pre-assessment and/or post-assessment analysis of discrepancy will be performed on these instruments for instructional guidance.
3. These instruments should include, but not be limited to, the following:

a. matching and/or multiple choice questions.

b. open-ended questions requiring short answer completions.

c. true and false statements followed by a short justification of the answer choice.

d. questions which require the rearrangement of given answer choices into a priority order followed by a short justification for the chosen priority.

e. listing questions. The items listed may or may not be required in a priority order.

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Module XVIII

Critical Competency:

Schedule vocational facilities for maximum utilization by students and teachers.

Rationale:

The participants in vocational programs are better served when they have as much access to the facilities as possible. The benefits derived from the programs are directly proportional to the availability of the facilities.

Goals:

1. Be aware of equipment needs which vocational programs have in common.

2. Be cognizant of the advantages of utilizing a vocational faculty advisory committee when scheduling the use of vocational facilities.

3. Be aware of federal and state requirements concerning the use of vocational facilities both during and after normal school hours.

Objectives:

1. The superintendent will identify equipment needs common to vocational programs.

2. The superintendent will list the advantages of utilizing a vocational faculty advisory committee when scheduling the use of vocational facilities.

3. The superintendent will describe the federal and state requirements concerning the use of vocational facilities both during and after normal school hours.

Pre-assessment and Post-assessment Design Guide:

1. Content mastery for these instruments will be based on some predetermined performance level.

2. A pre-assessment and/or post-assessment analysis of discrepancy will be performed on these instruments for instructional guidance.

3. These instruments should include, but not be limited to, the following:

   a. matching and/or multiple choice questions.

   b. open-ended questions requiring short answer completions.

   c. true and false statements followed by a short justification of the answer choice.

   d. questions which require the rearrangement of given answer choices into a priority order followed by a short justification for the chosen priority.

   e. listing questions. The items listed may or may not be required in a priority order.

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Module XIX

Critical Competency:

Maintain an inventory of tools, supplies and equipment assigned to vocational programs.

Rationale:

An inventory must be maintained for control and replacement purposes and to prevent misappropriation. Inventory control is expecially important in vocational programs due to the quantity and value of the equipment used.

Goals:

1. Have a working knowledge of inventory procedures and systems.
2. Be able to implement inventory procedures required by federal and/or state agencies.

Objectives:

1. The superintendent will describe inventory procedures and systems.
2. The superintendent will list inventory procedures required by federal and/or state agencies.

Pre-assessment and Post-assessment Design Guide:

1. Content mastery for these instruments will be based on some predetermined performance level.
2. A pre-assessment and/or post-assessment analysis of discrepancy will be performed on these instruments for instructional guidance.
3. The instruments should include, but not be limited to, the following:
   a. questions which require the rearrangement of given answer choices into a priority order followed by a short justification for the chosen priority.
   b. listing questions. The items listed may or may not be required in a priority order.
   c. open-ended questions requiring short answer completions.

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Module XX

Critical Competency:

Arranging for maintenance, repair and day-to-day supervision of vocational facilities and equipment.

Rationale:

Since vocational education requires large financial investments in both facilities and equipment, it is important to care for both properly. The superintendent needs to be aware that the problems associated with vocational instructional equipment, due to its volume and complexity, are many times different from and not necessarily related to equipment problems found in regular academic settings.

Goals:

1. Be cognizant of methods for requiring appropriate record keeping procedures for vocational facilities and equipment.

2. Be cognizant of maintenance and repair procedures for vocational facilities and equipment.

3. Be aware of advisory committee usefulness through their input and judgment concerning procedures for maintenance and repair.

4. Be able to identify those vocational faculty members who possess the necessary competencies for assignment to the day-to-day supervision of vocational facilities and equipment.

Objectives:

1. The superintendent will choose effective methods for record-keeping for vocational facilities and equipment.

2. The superintendent will describe proper maintenance and repair procedures for vocational facilities and equipment.

3. The superintendent will analyze, and select for use, the best methods suggested by an advisory committee for maintenance and repair of vocational facilities and equipment.

4. The superintendent will identify needed faculty competencies for the day-to-day supervision of vocational facilities and equipment.

5. The superintendent will identify and describe methods for encouraging cooperation among vocational faculty for the purpose of day-to-day supervision of vocational facilities and equipment.

Pre-assessment and Post-assessment Design Guide:

1. Content mastery for these instruments will be based on some predetermined performance level.

2. A pre-assessment and/or post-assessment analysis of discrepancy will be performed on these instruments for instructional guidance.

3. These instruments should include, but not be limited to, the following:

   a. open-ended questions requiring short answer completions.

   b. true and false statements followed by a short justification of the answer choice.

   c. matching and/or multiple choice questions.

   d. multiple choice questions with answer possibilities differing in degree of correctness rather than in absolute correctness.

   e. questions which require the rearrangement of given answer choices into a priority order followed by a short justification for the chosen priority.

   f. listing questions. The items listed may or may not be required in a priority order.

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Module XXI

Critical Competency:

Insuring that health and safety standards are maintained.

Rationale:

The safety and welfare of all school students and personnel is imperative. In vocational programs there is a higher possibility of accident than in the more traditional academic classrooms. There is a need, therefore, for the superintendent to be involved in maintaining specialized health and safety standards.

Goals:

1. Be aware of federal, state and local health and safety standards and requirements.
2. Be cognizant of safety rules and codes of conduct which should be included as part of the curriculum.
3. Be aware of the desirability and usefulness of periodic safety inspections.
4. Be aware of the desirability and usefulness of a coordinated safety program that is relative and common to all vocational programs.

Objectives:

1. The superintendent will list sources in which information concerning federal, state and local health and safety standards and requirements can be located quickly.
2. The superintendent will identify and select safety rules and codes of conduct to be included as part of the curriculum.
3. The superintendent will describe desirable and useful procedures for periodic safety inspections.
4. The superintendent will identify and list general safety and health standards that are relative to all vocational programs.

Pre-assessment and Post-assessment Design Guide:

1. Content mastery for these instruments will be based on some predetermined performance level.

2. A pre-assessment and/or post-assessment analysis of discrepancy will be performed on these instruments for instructional guidance.

3. These instruments should include, but not be limited to, the following:

   a. questions which require the rearrangement of given answer choices into a priority order followed by a short justification for the chosen priority.

   b. open-ended questions requiring short answer completions.

   c. matching and/or multiple choice questions.

   d. listing questions. The items listed may or may not be required in a priority order.

   e. true and false statements followed by a short justification of the answer choice.

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Module XXII

Critical Competency:

Preparing news releases on activities of the vocational programs for the news media.

Rationale:

Good public relations have always been important to a school system. Taxpayers, in general, and parents, in particular, want to know what is going on in the school system. Parents also like to see their children's names in the paper. For continued support it would seem important that the public be kept informed of the activities of the vocational programs.

Goals:

1. Be aware of club activities, honors and awards that are relevant to vocational programs.
2. Be aware of the importance and desirability of a planned public relations program for news releases on a regular basis.
3. Be aware of the importance and desirability of faculty and student input and participation in the preparation of news releases.

Objectives:

1. The superintendent will identify types of activities, honors and awards that are relevant to vocational education and newsworthy to the media.
2. The superintendent will outline and describe a program for public relations activities.
3. The superintendent will describe a plan that will coordinate public relations efforts through the input and participation of the vocational faculty and students.

Pre-assessment and Post-assessment Design Guide:

1. Content mastery for these instruments will be based on some predetermined performance level.
2. A pre-assessment and/or post-assessment analysis of discrepancy

will be performed on these instruments for instructional guidance.

3. These instruments should include, but not be limited to, the following:

   a. matching and/or multiple choice questions.

   b. questions which require the rearrangement of given answer choices into a priority order followed by a short justification for the chosen priority.

   c. open-ended questions requiring short answer completions.

   d. multiple choice questions with answer possibilities differing in degree of correctness rather than in absolute correctness.

   e. listing questions. The items listed may or may not be required in a priority order.

   f. true and false statements followed by a short justification of the answer choice.

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Module XXIII

Critical Competency:

Appraising teachers' performance in relations to instructional goals.

Rationale:

Vocational programs exist for the purpose of preparing students to successfully enter the world of work. In order to prepare the student, teachers need instructional goals that are relevant to the needs of the student and the labor market area. Teachers need to be appraised to see if they are attaining the appropriate instructional goals.

Goals:

1. Be familiar with various models and systems for positive evaluation and improvement of teacher performance.
2. Be cognizant of federal and state program guides and local advisory committee input when determining performance criteria for teachers in relation to instructional goals.

Objectives:

1. The superintendent will identify and list models and systems that can be used in teacher evaluation.
2. The superintendent will select federal and state guides that pertain to teacher performance.
3. The superintendent will describe the procedures for evaluating the performance of vocational teachers.
4. The superintendent will describe types of advisory input that can be of use in determining performance criteria.

Pre-assessment and Post-assessment Design Guide:

1. Content mastery for these instruments will be based on some predetermined performance level.
2. A pre-assessment and/or post-assessment analysis of discrepancy will be performed on these instruments for instructional guidance.

3. The instruments should include, but not be limited to, the following:

   a. questions which require the rearrangement of given answer choices into a priority order followed by a short justification for the chosen priority.

   b. open-ended questions requiring short answer completions.

   c. matching and/or multiple choice questions.

   d. listing questions. The items listed may or may not be required in a priority order.

   e. true and false statements followed by a short justification of the answer choice.

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Module XXIV

Critical Competency:

Evaluating instructional materials developed by vocational teachers.

Rationale:

It is important that the material used in teaching vocational subjects be current. It is also important that the material be relevant to the subject taught, the needs of the students and the needs of the community. Therefore, this material should be evaluated with those factors in mind.

Goals:

1. Be cognizant of federal and state guides and local advisory committee input as a desirable standard for evaluating "locally developed" instructional material.

2. Be familiar with various models and systems for positive evaluation and improvement of teacher developed instructional material.

Objectives:

1. The superintendent will list federal and state guides necessary for evaluting "locally developed" instructional material.

2. The superintendent will describe the type of input that can come from an advisory committee in regard to instructional material.

3. The superintendent will describe models and systems that can be used in evaluation and improvement of teacher developed instructional material.

Pre-assessment and Post-assessment Design Guide:

1. Content mastery for these instruments will be based on some predetermined performance level.

2. A pre-assessment and/or post-assessment analysis of discrepancy will be performed on these instruments for instructional guidance.

3. These instruments should include, but not be limited to, the following:

   a. questions which require the rearrangement of given answer choices into a priority order followed by a short justification for the chosen priority.

   b. open-ended questions requiring short answer completions.

   c. multiple choice questions with answer possibilities differing in degree of correctness rather than in absolute correctness.

   d. listing questions. The items listed may or may not be required in a priority order.